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ABSTRACT

Philadelphia's Center for Literacy (CFL), in an effort to improve recruitment and retention of volunteers for programs in tutorial literacy and English as a Second Language (ESL), conducted the following activities under its 1980-81 Section 310 grant: (1) installed a telephone recording machine for after-hours calls; (2) produced an informative brochure about the program with a response sheet; (3) conducted two ESL and three basic literacy workshops to train a total of 77 new volunteer tutors; and (4) continued to use media public service announcements developed during the project. The refinements of the program were recommended to be continued. (Document appendixes contain log sheets for daytime and after-hours calls, the brochure describing the program, an outline of CFL tutor-training workshops, the CFL Literacy Tutor-Training Handbook, and workshop evaluations.) (Author/KC)

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Project LEAP

"Something Stops You and Makes You Think":

An Adaptation

final report written by:

Rebecca A. Eno
Project Director
The Center for Literacy
Project LEAP originally developed by Thomas R. Newman

Contract #80-98-0802, a project of:

The Center for Literacy, Inc.
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Copies of this report sent to ERIC and AdvancE

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ABSTRACT

In an effort to improve its plan to recruit and retain volunteers for its tutorial literacy and ESL programs, and to continue recruitment of students, Philadelphia's Center for Literacy (CFL) set out to achieve the following goals under its 1980-81 Section 310 Grant:

(1) to install a telephone recording machine for after-hours calls;
(2) to produce an informative brochure with a response sheet;
(3) to provide 2 ESL and 3 basic literacy workshops to train volunteer tutors; and
(4). to continue to use media spots developed by Project LEAP.

This narrative report and evaluation attempts to demonstrate how all of these various specific sub-goals combine to help the Center achieve its major goal. The new CFL brochure may be of special interest to individuals involved in public relations and recruitment of volunteers for literacy and ESL programs. Educators who are involved in training literacy tutors or who teach literacy skills themselves should find the new CFL Literacy Tutor Training Packet most valuable.

INTRODUCTION

Project LEAP (Literacy Education Awareness in Pennsylvania) was originated in 1977 by Thomas R. Newman, a staff member at The Center for Literacy in Philadelphia. The project was designed to make the public aware of the problem of adult illiteracy and the steps the Commonwealth has taken to solve this problem; more specifically, to increase enrollment in ABE classes and to recruit more volunteers for one-to-one literacy programs. The end product of Project LEAP was the booklet, "Something Stops You and Makes You Think: A Practical Guide to Public Information and the Media."

The Center for Literacy (CFL) has continued in its efforts to meet the standards set by Project LEAP. We continue to try to reach the hard-to-reach folks who most need the services of adult basic education, and to promote the notion that illiteracy is a legitimate social problem, rather than a shameful individual failure. While we may not yet be attracting those most difficult to reach, we have attracted enough potential students for our own literacy and ESL programs that we maintain a student waiting list which is consistently larger than our pool of available volunteer tutors.

Thus, our major problem has become the recruitment and retention of volunteer tutors. It was in order to help solve this problem that CFL embarked upon a new plan to adapt the Project LEAP concept, under an "Adapter/Adopter Grant" from Adult Education Act's Section 310 funds. The goals of the new project were:

1. to purchase and install a telephone message-recording machine to prevent the loss of after-hours and weekend recruits responding to public service announcements.

2. to develop an informative brochure with a tear-off response form to be mailed to potential volunteers or students.
3. to provide 2 training workshops for English as a Second Language volunteer tutors.
4. to provide 3 training workshops for basic literacy volunteer tutors.
5. to utilize radio and television spots developed by Project LEAP to recruit tutors and students.

The proposed starting and ending dates for this project were September 1, 1980, and June 30, 1981, respectively. The project did not actually get under way until March , 1981, necessarily delayed until CFL received start-up moneys.

CFL's business manager, William J. Barrett, administered this mini-project until he took a position elsewhere and the project was left in the hands of this report writer, Rebecca Eno in late April, 1981. The director of CFL's Adult Learning Services, Marlyn DeWitt, was instrumental in the transition between project directors and continued as a resource person and champion of the cause. Other individuals who have contributed to the success of the project are: Helena Frazier, our information and referral specialist, who took charge of the new "Record-a-Call" machine by recording out-going messages and contacting everyone who left information on the machine; Maureen Pitcher, a student at the Art Institute of Philadelphia, who designed and completed the art work for the brochure; Martha Lane and the Lutheran Church Women who produced the ESL tutor's guide, Emergency English for Refugees; ESL tutor trainers Karen Dahmer and Gail Weinstein; basic literacy tutor trainers Robert Preston, Martha Lane, Marlyn DeWitt, John Cole and Rebecca Eno (the last three of whom developed CFL's own tutor training curriculum included with this report); Mary Larkin who designed the bookmark; Bridget Martin who patiently typed this report; and the Board of Trustees, the Adult Learning Services Committee, and CFL's tutors and students.

This final project report should prove most useful to adult educators, particularly those in volunteer, one-to-one literacy programs, who are involved in public relations and/or in the training of volunteer literacy or ESL tutors. It is our hope that the ideas and results contained herein are helpful. Copies of this report are kept on permanent file at Pennsylvania's Department of Education. Copies have also been sent to the following dissemination centers:

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THE MACHINE

For years, the Center for Literacy has sent public service announcements to various local radio and television stations. The stations' generosity in running these PSA's has resulted in many, many calls to CFL from potential tutors and students. However, we have always feared that there might be a big hole in the efficacy of the PSA scheme. PSA's are often played at odd hours. Most people watch/listen to the electronic media after regular working hours. Individuals who are interested in the Center's program are most likely to call the given telephone number immediately following the PSA- while the information is fresh in their minds. The CFL office is open from nine to five. Calls coming in during other hours used to be lost. We always wondered if such after-hours callers called again the next day, or if the time lapse was long enough for people to forget or have second thoughts.

Realizing that it's best to strike when the iron is hot, we decided that we needed a telephone recording machine so that after-hours callers would hear a friendly (if taped) voice rather than endless ringing. The instrument would give callers the opportunity to leave their name, number and message. At the very least it would inform them of our office hours and encourage them to call back. We felt sure that the machine would bring in more potential students, and we hoped that it would also increase our potential tutor population.

A "Record-a-Call" machine was purchased in April and installed on May 11 with the co-operation of Bell of Pennsylvania. Our information and referral specialist, Helena Frazier (whom a number of tutors and students have described as "that pleasant woman on the telephone"), recorded the regular evening and weekend message:

> "Hello. This is the Center for Literacy. Please call again between 9 and 5, Monday to Friday or, at the sound of the tone, leave your name, your telephone number, and the best time to contact you. Thank you for calling."

The machine was turned on each night by the last person leaving the office (with several instances of forgetfulness), and each morning Helena played back any incoming messages. A log of all after-hours messages was kept, to be compared with the daytime telephone log for the same period.

Appendix A shows the comparisons of the after-hours recorded calls and those daytime calls mentioned on the telephone log kept by Helena. The daytime log seems to indicate that the Center receives very few calls during office hours : only 78 calls over 35 working days! We actually receive many more calls than that. However, it was discovered that on her daytime log, Helena writes in only those calls for general program information (including prospective tutors and students) and calls for unavailable staff members. Other calls, she simply passes on the the appropriate person, assuming that (s)he will make note of the call. Other staff members make telephone log entries quite infrequently. Therefore, many incoming calls are never noted, whether they are originally answered by Helena or by another staff member.

The numbers in Appendix A indicate that the machine does collect some after-hours calls from potential students and tutors. The need for new tutors is so great that even this slight increase in numbers of recruits may well be worth the effort. As for all the callers who hang up without leaving a message, the Center has accomplished its mission of making some verbal contact and encouraging people to call back during office hours.

The telephone recording machine has also proven itself useful in other ways: we use it quite effectively during our staff meetings in order

to accomplish more during the meeting without losing any incoming calls, several tutors and students have used it to inform us that they wouldn't be in to meet on a given day, and one tutor uses it to report his student's monthly attendance.

THE BROCHURE

Until recently, the Center for Literacy had a very impressive-looking informative brochure to send to interested parties. The brochure had been developed several years ago and although it looked quite nice and convincing, it contained facts which were out of date, descriptions of services the Center no longer offers and no descriptions of some services we do offer. When we ran out of copies of the old brochure it was already past time to develop a currently accurate one.

What we needed was a page that would:

1) inform the general public of the extent and impact of functional illiteracy among English-speaking adults and of the functional incompetency faced by non-English-speaking Southeast Asian refugees;

2) convince interested readers that they could and should volunteer to teach one other adult basic skills as either a literacy or an ESL tutor;

3) to continue to recruit potential students;

4) to give interested individuals the option of supporting the Center's work through a monetary donation.

The text of the brochure "Filling In the Blanks" (see Appendix B) was designed to fulfill these four requirements. Whatever a recipient's interest in the Center, (s)he can fill out the tear-off sheet and send it in.

Next, we arranged with the Art Institute of Philadelphia for an advanced art student to handle the layout and artwork for the brochure. There were many delays (uncontrollable by our end) in the production of the rough draft, but when we finally saw Maureen Pitcher's design, we were quite pleased. After more delays with finished art-work, typesetting, the return of proofs, etc., we finally have our new brochure.

We also developed a new bookmark as a supplement to our printed recruitment material. Designed by another student of the Art Institute,

Mary Larkin, the bookmark is eye-catching with a simple statement of the problem of adult illiteracy:

> "This marks where I stopped reading; 2 out of 5 adult Philadelphians can't even start! Become a volunteer reading tutor"

The bookmark definitely falls under the notion of "Something Stops You and Makes You Think".

Due to all the production delays, we did not receive any returned tear-off sheets during the time frame of this project. However, we have plans to send and hand out many brochures and bookmarks and we have every reason to believe they will form an integral part of a more effective recruitment/retention plan.

THE ESL TUTOR-TRAINING PROGRAM

Once we recruit our volunteer tutors and determine the compatability of their individual characteristics and goals with those of the Center and those of the population which needs the tutoring we send the new recruits off to the appropriate tutor-training workshop.

One component of the Center for Literacy is its English as a Second Language (ESL) program. The ESL program was quite small during the time period of this mini-project, due to lack of funds. The program was coordinated by a dedicated volunteer teacher, Karen Dahmer. Karen taught a class of Hmong (refugees from the hill country in Laos), as well as leading the two ESL tutor-training workshops included in this project. The Hmong are for the most part a pre-literate population, unable to read and write in their own language as well as in English. Living in Philadelphia, the most pressing problem for the Hmong is the lack of basic conversational English skills.

The two ESL tutor-training workshops were held on April 8 and 9, 1981 and June 15 and 17, 1981. Each workshop was 6 hours long and emphasized the teaching of conversational English skills. New tutors were provided with copies of Emergency English for Refugees,a handbook developed by Martha Lane of Lutheran Church Women! This text formed the basis of each workshop. Each training session was attended by only 6 new ESL tutors, although schedules had been sent out to many more individuals before each workshop. In spite of the small numbers, twelve new ESL tutors beefed-up our fledgeling, volunteer-run program considerably.

The small size and informal nature of these two ESL trainings led Karen to dispense with formal written evaluations; instead, she encouraged oral feedback. As all the tutors already had students assigned to them, the comments were along the lines of, "It's useful to have a handbook to

use when I tutor"; "Good! Now I'll have some idea of how to begin with my student." Most of the new tutors found the workshop so necessary and interesting that none had specific comments about how to improve the training program.

1. Emergency English for Refugees, Martha A. Lane, Lutheran Church Women, Philadelphia, 1979.

THE LITERACY TUTOR-TRAINING PROGRAM

By far the largest segment of our volunteer staff is our corps of volunteer literacy tutors: individuals who tutor one English-speaking adult in basic reading and writing skills. Since its beginnings in 1968, the Center for Literacy has been a member of the National Affiliation for Literacy Advance (NALA, a subdivision of Laubach Literacy International) and has used as its core curriculum The New Streamlined English Series, created by Dr. Laubach. The NSE Series is a slow-paced, phonics-based text which takes an individual from a reading and writing level of pre-primer up through approximately a 5th grade level at the end of Skill Book 5. The NSE Series is a well-planned and complete literacy course in and of itself.

We expected our tutors to use the Skill Books - because they work. In training new tutors, we used the NALA tutor training outline which of course emphasizes how to tutor using the NSE Series . What we discovered (although it took some time) was that we were producing tutors who rigidly stuck to the NSE plan from beginning to end, regardless of their students' individual levels, goals, and learning quirks. Tutors despaired when their students just didn't seem to be learning well with the NSE technique, rather than saying, "Time to try something new!" Unfortunately, tutors who despair are tutors who quit. While some tutors despaired and quit, others came to us and said pointedly, "Look. The Skill Books are too slow-paced/boring/elementary-looking/irrelevant/not enough variety for my student. I want you to give me some other teaching techniques, too." As more and more tutors came to us with similar requests, we began to realize that we had better broaden our own horizons. It was time to train tutors in the teaching of students rather than in the teaching of Skill Books.

The three literacy workshops included in this project are all evidence of our efforts to expand our own and our tutors' awareness of and confidence in using various methods of teaching reading and writing. The April workshop was an experiment in using the workshop plan developed by Literacy Volunteers

of America (LVA)! It was our first venture into the unknown world of "other" training methods. It was interesting, but we realized that it was not exactly what we wanted or needed either. What we wanted was a workshop designed to satisfy the needs of the Center for Literacy's own tutors and students. So we began working on the new CFL Literacy Tutor-Training Workshop. We took pieces from the NALA training and pieces from the LVA training, added bits of our own, and put together a training program that emphasizes student individuality and gives new tutors practice in a number of texts and teaching methods. Appendix C outlines the various segments of the workshop, including the materials used and the objectives of each section. The actual "CFL Literacy Tutor Training Handbook" is presented in Appendix D. The contents of this handbook formed the core of the training sessions in May and June.

Each workshop was attended by between 18 and 28 trainees. Through the course of the three workshops we trained a total of 65 new tutors. Most of these tutors were for CFL's program, although some came from other programs, such as Volunteers in Probation. Also in attendance were staff members and previously trained tutors who wanted to check out these new experimental workshops and learn different techniques.

These three workshops represent the beginning of a new spirit in our training philosophy. In order to keep our volunteer tutors, we must have a training program which is responsive to their needs and is flexible enough to continue including new ideas and refining old ones.

According to their written evaluations, new tutors have found these three workshops useful in preparing to tutor non-reading adults (See Appendix E). After using the CFL training model for the first time in May, we began to wonder how much of the information covered was actually learned in the workshop and how much was already known by potential tutors. To discover how much we actually teach, we developed a pre- and post-test strategy, which we first used in the June workshop. A summary of the results

can also be found in Appendix E.

Perhaps the best indication we've had that our new training program is worth the effort is the following "before and after" view:

August 7, 1981

Dear Marlyn,

As a new CFL employee (July, 1981) and a former CFL VISTA volunteer (June, 1977 - December, 1978), I want to comment on a significant change that I've noticed.

In my recent contacts with volunteer tutors, I've noticed that they are more confident and "aware" than in the past. All the tutors I spoke to were able to articulate fully and with confidence their tutoring situation. Most of them pointed out specific lessons or skills that were covered. Many tutors mentioned using supplementary materials and teaching aids (eg., Can Ann Do It?, flash cards). Most important, I feel, was an apparent change in tutor attitude. As we know, adult literacy students often have many outstanding responsibilities and/or lack of experience with (educational) commitment. Student "turn-over" is often high. The tutors I spoke to did not seem to be bothered by such obstacles. Often, in the past, it was the tutor who thought that s/he had done something wrong and felt hurt, disappointed and lost. People who understand that student commitment is, indeed, a factor willnaturally be less discouraged and more prepared to see the "total" tutoring situation.

These recently trained people often mentioned their training workshops and the helpful, significant things they learned. After not too many contacts, I realized that the CFL tutor training workshop was much improved. In the past, I spent most of my time trying to clear up misconceptions and misunderstandings about teaching reading, as well as consoling and counseling.

My interest and enthusiasm for adult literacy has been renewed. Congratulations on your success in tutor-training improvement.

Sincerely,

Jeanne Smith

1. Basic Reading Tutor Training Workshop (BRW): Workshop Leader's Packet, Ruth Colvin, Literacy Volunteers of America, 1977.

AND THE RECRUITMENT GOES ON...

The most recent APL study[1], done in 1980, shows that nearly 40% of adult Philadelphians are functionally illiterate. Programs like the Center for Literacy are needed if we are to correct this tragedy. For the Center to survive, it must strive towards two ends: 1.) It must convince the adult non-reader that (s)he is not alone, that (s)he can learn to read, and that the first move is to pick up the phone and call CFL; and 2.) It must convince adult readers that we will all be better off if everyone possible is functionally literate, and that a good individual step towards that goal is to volunteer to tutor one other adult. In order to do all this convincing, we continue to run radio and television spots developed by Project LEAP. A large percentage of our potential students and tutors claim to have first found out about us via the electronic media: it is a recruitment route we cannot afford to give up.

1. A Needs Assessment of Adult Basic Competencies in Pennsylvania, research conducted by The Southwest Educational Development Laboratory, Austin, 1980.

CONCLUSIONS AND RECOMMENDATIONS

This mini-project has been successful for the most part. Specifically, we have accomplished the following goals:

1.) Installation of a telephone recording machine and initial contact with some potential students and tutors via that machine.

2.) Development of an up-to-date brochure about our program which meets the requirements we had set and which will be used for recruiting tutors, students and patrons.

3.) Expansion of our small ESL program through the training of twelve new ESL volunteer tutors through two workshops offered by our volunteer ESL coordinator/teacher.

4.) Improvement in our literacy tutor-training philosophy and practice, and 65 newly-trained volunteer literacy tutors through the three workshops included in this project.

5.) Continued recruitment of volunteer tutors and students through the Public Service Announcements developed for radio and television by Project LEAP.

This mini-project was designed to improve our existing volunteer literacy and ESL programs. Its various activities have gone a long way towards improvement, and they also pointed out some areas which need further change or review. Following are our self-directed recommendations/comments:

1.) The efficacy of a telephone recording machine is in large measure determined by the tone of the recorded out-going message. We should review our message and see if we could reword it to encourage more prospective tutors and students to either leave a message or call back the next working day.

2.) The Center for Literacy needs a more consistent office-wide policy of maintaining an accurate telephone log in order to keep track of numbers of recruits and of which recruiting strategies are working.

3.) The new brochures and bookmarks ought to be distributed extensively and wisely. They should be available at such events as Literacy Day and volunteer fairs.

4.) We see a great need in Philadelphia for the expansion of "Emergency English for Refugees" programs such as that run by the Center. Such growth will be possible only through a determined regimen of applying for program development grants.

5.) We need to continue refining our new CFL literacy tutor-training program. We also need to upgrade our in-service training program in order to keep tutors interested and encouraged - in order to keep tutors.

6.) Since such a large number of our recruits learn about the Center through PSA's on radio and TV, we need to continue sending out such announcements and requesting air time.

The project has been quite useful to the Center for Literacy. It has also been of direct service to other ABE programs in the Philadelphia area, particularly through our tutor-training program. The project and the further recommendations it has raised continue the good work begun by Project LEAP.

APPENDIX A

Comparison of Daytime (Live)* and After-Hours (Recorded) Calls to the Center for Literacy

May 12, 1981 - June 30, 1981

	Daytime	After-Hours
Potential Tutors	4	3
Potential Students	13	3
Current Tutors	11	4
Current Students	6	3
Staff, etc.	11	5
Other	33	13
Unknown**	0	74

* Includes only calls noted by Information and Referral Specialist

** Incoming calls which were terminated by caller without leaving a message on the machine

APPENDIX B

Brochure:"Filling In the Blanks" and Bookmark

Brochure designed by: Maureen Pitcher

Bookmark designed by: Mary Larkin

THE NEED: 2 OUT OF 5!

Two out of every five Philadelphians over the age of 16 cannot read or write well enough to follow medicine directions, read an employment application, or address an envelope. Hundreds of Southeast Asian and other refugees in our city cannot speak English well enough to tell you their name and address. How do they get by? If you don't have the skills, you either "fake it" or you depend on other people all the time. It's not easy. What can be done to help? That's where the Center for Literacy comes in.

THE BENEFITS: A BETTER PHILADELPHIA

New readers are more confident and open to new opportunities: prepared to get and keep jobs, read to their children, understand the newspaper, study the Bible, or enjoy a good novel. Readers are less likely to cause costly accidents, commit fewer acts of violence, make better-informed voters, and are more responsible citizens. In its volunteer effort, the Center for Literacy brings together people of different backgrounds and helps lay the foundation for good community relations.

THE COST: COMMITMENT

Tutors are provided with training and materials free of charge. Students are provided with free tutoring services and books. However, tutors and students are asked to meet regularly at a mutually convenient site for at least three hours each week (we like to think in terms of an initial 50 hour commitment), and to prepare lessons and do homework. The payoff is tremendous for *both* partners.

THE TUTORS AND THE STUDENTS: "EACH ONE TEACH ONE"

If you can speak, read and write English, you can share these skills with someone else. Volunteer tutors are Philadelphians of all ages, races, religions, and educational backgrounds. Each tutor attends a tutor training workshop and is then matched with a student.

Students at the Center also represent varied backgrounds and motivations. They are 16 or older (no upper limit) and out of school. They read at a low level and need the individual instruction and the support of a one-to-one learning situation. Some return to the Center as tutors—the best possible realization of our "Each One Teach One" philosophy.

This brochure is funded by a special grant from the Pa. Dept. of Education

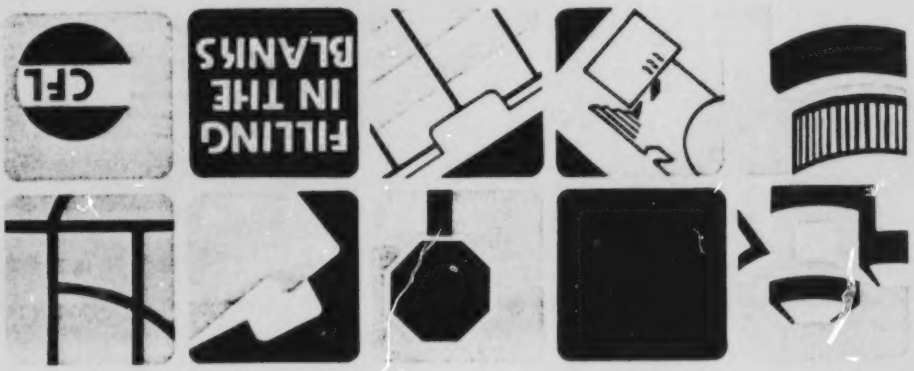
FOR MORE INFORMATION, FILL OUT THE REVERSE SIDE AND SEND TO:

THE CENTER FOR LITERACY
3723 CHESTNUT STREET
PHILADELPHIA, PA. 19104

OR CALL US BETWEEN 9:00 AND 5:00 AT
(215) 382-3700

THE CENTER FOR LITERACY IS A NON-PROFIT CORPORATION.

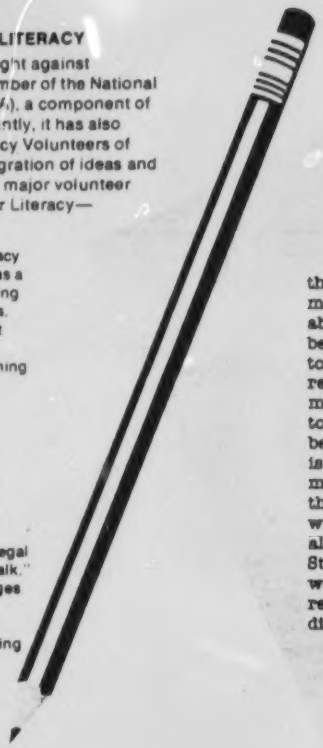
Produced by the Student Design C
of The Art Institute of Philadelphi
Maureen Pitcher, designer.



THE PROGRAM: THE CENTER FOR LITERACY

The Center for Literacy began its fight against functional illiteracy in 1968. It is a member of the National Affiliation for Literacy Advance (NALA), a component of Laubach Literacy International. Recently, it has also developed an association with Literacy Volunteers of America, thus creating a unique integration of ideas and techniques from both of the nation's major volunteer literacy organizations. The Center for Literacy—

—Trains tutors to teach basic literacy to English speakers, or English as a Second Language (ESL), including Emergency English for Refugees.
—Matches each tutor with an adult student.
—Conducts regular in-service training for tutors.
—Staffs learning centers in Philadelphia.
—Teaches basic math classes.
—Offers counseling and testing services to students and tutors.
—Maintains a library of adult interest-low readability books.
—Publishes *Plain Talk Forms*, simplified versions of common legal forms and documents in "plain talk."
—Develops and strengthens linkages with other area agencies.
—Educates the public about the numbers and needs of non-reading adults in Philadelphia.



"You asked me, what have I learned? The things I learn are so little, you might say. Things like being able to read my junk mail, and being able to decide what, if any, to keep. When I go to a restaurant I can look at the menu and see what I would like to eat. To me, that's great! I'm beginning to learn more of what is going on all around me. In the morning going to work, I look at the stores and signs along the way. I'm just beginning to see all the different stores there are. Street signs, I never knew there were so many before I beg n to read them. Before, I saw and didn't see."

—a new reader

PLEASE CONTACT ME:

☐ **I'M INTERESTED IN VOLUNTEERING AS A(N) ___ BASIC LITERACY/ ___ ESL TUTOR.**

☐ **I'M INTERESTED IN BECOMING A STUDENT IN YOUR PROGRAM.**

☐ **I'D LIKE TO RECEIVE MORE INFORMATION ABOUT YOUR PROGRAM.**

☐ **I'D LIKE YOU TO HAVE THE ENCLOSED TAX-DEDUCTIBLE DONATION OF $_____**
(JUST $5.00 MAKES YOU A VOTING MEMBER OF THE CENTER FOR LITERACY.)

NAME: _____

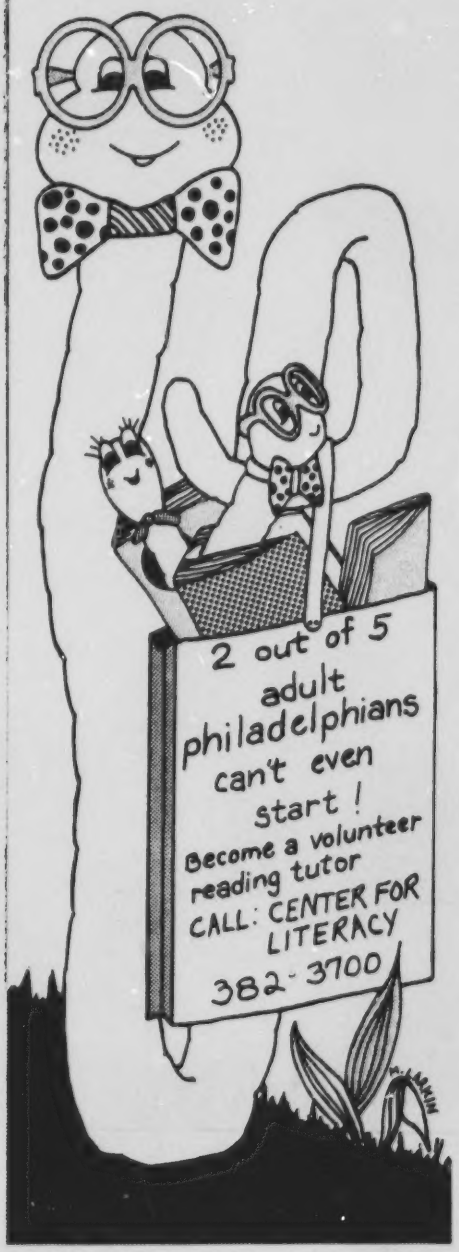
ADDRESS: _____

_____

PHONE: _____

CFL

This marks where I stopped reading



APPENDIX C

"CFL Tutor-Training Workshop" Outline

CFL TUTOR TRAINING WORKSHOP

(Approx. 10 hrs., including breaks)

SECTION	TIME	MATERIALS USED	OBJECTIVE(S)
Registration	15 min.	CFL Workshop log	To maintain a record of all the folks we train
Welcome/Introduction	15 min.	Question:"How have you used your reading today?"	To relax tutors and get them to start thinking of the importance of reading in day-to-day life.
Pre-test	5 min.	"CFL Tutor Training Workshop Pre-test"	a.)To give tutors an idea of topics to be covered in the workshop b.)To give us an idea of what tutors know about illiteracy and teaching techniques before they take the training
Sensitivity Exercises a.)Reading signs in Cyrillic alphabet b.)Writing with the "other" hand	15 min.	Cyrillic signs, blank manuscript paper	To provide tutors with first-hand experience in how it might feel to have trouble reading and writing their own language
Outline of Workshop	10 min.	"CFL Lesson Plan"	To give an overview of the workshop; to provide a point of reference to which tutors can return throughout the training
Diagnosis and Planning	20 min.	a.)"CFL Service Delivery Sequence Chart" b.)Excerpts from READ* test (*Reading Evaluation, Adult Diagnosis test, Literacy Volunteers of America, Inc., 1976)	a.)To show how tutors and students travel through the Center for Literacy's interviews, workshops, meetings, etc. b.)To introduce our main diagnostic instrument; to familiarize tutors with what it measures and how, and to prepare them to use READ (and other testing) results in their tutoring
Languauge Experience Method	30 min.	"The Experience Story"	To expose tutors to this technique of teaching reading: showing how to elicit and write down the story and demonstrating various ways to use the story to teach basic concepts; to convince tutors that this technique can be used in lieu of a basic text or as a supplementary exercise; to give practical experience in writing and using experience stories
Sight Words/Vocabulary	30 min.	a.)Flash cards -- some English, some Cyrillic b.)"The New Instant Word List" (Edward Fry, Reading Teacher, Nov. 1980);"Master List of Vocabulary Needed for Functional Literacy" (Negin and Krugler, Journal of Reading, Sept. 1980)	a.)To demonstrate how to teach sight words by mixing a few "uncertain" or "unknown" words in with some that are known and reviewing until all are known b.)To give tutors a list of the 300 most frequently used words in our language (words students should learn as sight words) and to suggest other words that may be useful for individual students

SECTION	TIME	MATERIALS USED	OBJECTIVE(S)
Writing	15 min.	"Manuscript Chart", "Cursive Forms", "Writing Checklist"	To provide tutors with standard written forms of letters to teach their students (and to practice themselves); to introduce the notion of progressing from writing single letters through writing entire paragraphs and beyond
Phonics	30 min.	"Language Based Phonics"	To give tutors a basic understanding of phonics: what it is and how it can be applied and mis-applied; to demonstrate a technique for teaching low-level readers using phonics, based upon the student's own language usage
Word Patterns/Dialect Differences	40 min.	"Word Patterns"	To make tutors aware of the distinction between spelling patterns and spoken word patterns; to sensitize tutors to both dialect and idiolect differences by pointing out those found among the tutors themselves
Characteristics of the Adult Student	Homework Assignment + 10 min. during workshop	On Working With the Undereducated Adult (compiled by Wm. Cadle, 1976) and/or Adult Student Magazine	To give tutors an understanding of how adult non-readers typically view themselves (their own strengths and weaknesses), their tutors, their learning situations, and the world; to get tutors to view and treat students with respect and to snuff out any feelings of patronization
	15 min.	Tapes of student testimony	
Portrait of "typical" CFL Student	5 min.	Most recent data of CFL students' demographics	To give tutors some idea of the diversity within our student population, in terms of both demographics and reading levels, and to alert tutors to the high turn-over rate among students and tutors
Teaching the New Streamlined English Series	90 min.	"Discover the Contents of Skill Books 1, 2, and 3", Teacher's Manual for Books 1-3, Skill Books 1, 2, 3, 4, 5, "An Alternative Method for Teaching Lessons 1-5 of SBI", "Review and Reinforcement Ideas"(NSE Education Bulletin 3-39-a, 5/76), "Dictionaries" and the list of "Basic/ESOL Literacy Materials Produced by Lutheran Church Church Women"	To present tutors with an overview of the NSE series and to give them some experience using each book; to give tutors suggestions for supplemental reading materials appropriate for different reading levels; to present the correlation of the different Skill Books to the notion of "grade level" as a help when tutors look for supplemental materials
Teaching RSVP	15 min.	RSVP: Reading and Spelling Via Phonics (Helen Simyak, 1979) , "Outline for Teaching RSVP "	To explain how to teach RSVP and with what kind of student to use it; to give practice in using RSVP; to discuss its limitations with regard to dialect/idiolect differences and reading for comprehension

SECTION	TIME	MATERIALS USED	OBJECTIVE(S)
Comprehension	15 min.	pp. 126-7 and 8-9 from Reading for Concepts, Book C (Wm. Liddle, ed., McGraw -Hill Book Co., 2nd ed., 1977)	To show tutors a sample passage and comprehension checks, and to discuss some of the different types of comprehension questions (facts, definitions, inferences, etc.)
Reading for Enjoyment	10 min.	"Setting Short-Term Goals"	To encourage tutors to think about using the student's own goals and interests as an integral part of each lesson
Duet Reading/ Reading to Student	15 min.	"Duet Reading" and "Too Kut u Komuenist Kansr" (Jack Anderson, The Bulletin, 4/8/81)	To explain the method and benefits of duet reading and to give tutors first-hand experience by asking the group to read aloud from a passage written in "phonetic" English; to encourage tutors to read aloud to their students if something of interest is too difficult for duet reading or simply if the student needs a break
Reinforcement and Application	10 min.	"Motivation and Resource Material and Suggested Activities" (Literacy Volunteers of America, Inc.)	To encourage tutors to encourage their students to use the "lesson skills" back in the "real world"
Keeping Track of Students Progress	10 min.	"Comprehension Questions" and "Dictation Chart"	To promote the habit of keeping track of students' progress and to provide new tutors with some guidelines and suggestions for doing it
Homework	5 min.	------	To relieve tutors of the fear of giving too much homework!
Preparing a Lesson Plan	Homework + 90 min.	Blank lesson plan form, individual student case histories	To give tutors the experience of preparing an actual lesson for an actual student, using the various techniques and materials covered during this workshop, and then to test their lesson plans on each other
Explanation of CFL/NALA/ LVA	15 min.	Brochures	To give tutors an understanding of the Center for Literacy, its various programs and its relationship to other programs
Getting Started with Student/Attendance	20 min.	"Some Do's and Don't's for Volunteer Reading Aides" (Marti Lane, Lutheran Church Women), sample attendance card	To prepare tutors for the first meetings with their students and to give some general guidelines about what to expect/demand from students and from CFL staff and what is expected of tutors
Post-Test/Workshop Evaluation	15 min.	"CFL Tutor Training Workshop Post-test and Evaluation"	To find out what the tutors learned from the workshop (comparing with pre-test), how they felt about the materials and the presentations, and how well they felt the workshop prepared them to go out and tutor
Awards to New Tutors	5 min.	Tutor Certificates	To recognize the time and energy the new tutors have already spent and to appreciate in advance all the time and energy they will spend tutoring

APPENDIX D

CFL Literacy Tutor-Training Handbook

Designed, Refined and Partially Created by:

John Cole

Marlyn DeWitt

Rebecca Eno

#_____

CFL TUTOR TRAINING WORKSHOP

PRE-TEST

	YES	NO
1. 90% of American adults are literate.	_____	_____
2. In Philadelphia the adult illiteracy rate is about 40%.	_____	_____
3. The functionally illiterate adult learns best in a class setting.	_____	_____
4. The Center for Literacy (CFL) is an affiliate of the national organization Literacy Volunteers of America.	_____	_____
5. The Phonics Method is the only correct way to teach reading.	_____	_____
6. CFL's "typical" student is a 29 year old black adult, unmarried and un(der)employed.	_____	_____
7. CFL tutors are considered staff in a state adult basic education program.	_____	_____

8. An advantage of the Language Experience Approach is that A) it is an excellent drill in Standard English; (B) it bolsters the student's confidence by using his own words; (C) it uses a controlled vocabulary. _____

9. A disadvantage of the Language Experience Approach is that (A) it may distract the student from the more important parts of the lesson; (B) it allows for very little individual creativity; (C) it gives the tutor little in the way of preparation materials or guidelines to fall back on. _____

10. Read the following list of student goals. Indicate whether each goal is "short-term" or "long-term" with an S or an L.

_____ reading the Bible
_____ writing name, address, and telephone number
_____ reading a story about Martin Luther King, Jr.
_____ obtaining a high school diploma
_____ following a recipe
_____ helping children with homework
_____ writing a personal check
_____ getting a driver's license

11. "Duet" reading is (A) a technique in which tutor and student sing a new song together to develop a sense of the rhythm and rhyme of the language; (B) a technique in which tutor and student simultaneously read aloud from an article or story two or three grades above the student's level; (C) a technique in which the tutor reads a sentence to the student, who then reads the sentence back to the tutor. _____

12. Why do we teach manuscript writing to adults? _____

A. It's easier to learn than cursive
B. It's the form most reading material is presented in.
C. Most signs are printed in manuscript.
D. It is of practical use for everyday use such as filling in forms.
E. All of the above.

13. Rank order each of these facets of teaching writing from 1 to 5 with 1 denoting what your student would learn first and 5 what he would probably use last:

Sentences _____
Journal Entries _____
Alphabet Letters _____
Paragraphs _____
Single Words _____

14. Which of these technique(s) would you use to teach each of the words A - E listed below.

A. Sight Word Drill
B. Word Pattern Drill
C. Key Word for Initial Consonant Sound
D. Base Word + suffix pattern
E. Vocabulary Drill from Language Experience Story
F. Syllabication Drill

(1) children _____

(2) the _____

(3) Philadelphia _____

(4) late _____

(5) singing _____

15. One-hundred words make up about 50% of the words in running print in the English Language.

Yes_____

No_____

16. For each definition circle the correct term:

A. A method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups, and especially syllables.

1. phonology 2. phonetics 3. phonics 4. phonemics

B. The study and systematic classification of the sounds made in spoken language, dealing with both the acoustic properties of the speech signal and the physics and physiology of the vocal tract.

1. phonology 2. phonetics 3. phonics 4. phonemics

17. Circle the Voiced-Voiceless pair of homorganic stops:

1. /t/ - /z/
2. /p/ - /p/
3. /b/ - /p/
4. /p/ - /g/

18. Circle the Voiced-Voiceless pair of homorganic spirants:

1. /v/ - /f/
2. /s/ - /k/
3. /p/ - /b/
4. /h/ - /l/

19. Circle the pair of words whose initial consonant sounds are respectively voiceless and voiced homorganic stops:

1. sap - lap
2. cash - garbage
3. dot - dog
4. whip - whistle

Thank you very much!

CENTER FOR LITERACY * LESSON PLAN

Student_____ Date_____ Time_____

1. Diagnosis and Planned Objectives_____

2. Teaching:
   Language Experience Story_____

   Sight Words_____

   Writing Exercises_____

   Phonics_____

   Word Patterns_____

   Comprehension Material Read_____

   Reading for Enjoyment_____

   Duet Reading_____

   Reading to your student_____

3. Reinforcement & Application, Memory Exercises, Newspapers, Signs, TV guides, etc._____

   Use of Tape Recorder_____

4. Keeping Track of Student Progress_____

5. Homework_____

_____ Tutor's Signature

CFL SERVICE DELIVERY SEQUENCE CHART

(1) PUBLICITY

(2) STUDENT INQUIRY

(4) TUTOR INQUIRY

(3) WAITING LIST

(5) TUTOR INTERVIEW

(6) TUTOR TRAINING

(7) STUDENT INTERVIEW

(8) STUDENT/TUTOR MATCHING

(9) STUDENT/TUTOR FIRST MEETING

(10) MONTHLY SUPPORT/ATTENDANCE CONTACT

(11) RECOGNITION

(12) MATCH TERMINATION

(13) STUDENT REASSIGNMENT

(14) TUTOR REASSIGNMENT

(15) STUDENT TERMINATION

(16) TUTOR TERMINATION

THE EXPERIENCE STORY:

How to Get it Down on Paper

1. Set aside fifteen minutes at the end of the tutoring session - or take 15 minutes when your student is feeling especially frustrated or finding it hard to concentrate.

2. If this is the first time you are doing an experience story with your student, tell him he will be doing something new and different. Explain that you will be his secretary for a while, writing down just what he says, as he tells about something meaningful to him.

Tell him that after he has finished his story, you will show him what you have written and use it for a reading lesson, just like a textbook, but in his own words.

3. "Is there something on your mind you'd like to write about?" Often, this question is enough to start an experience story. If not, cue him with one of the story starters we supply here. After you've been doing this for a while, you'll probably find it natural to think up your own starters - or your student will.

4. Write down what he says, word for word, without changing the "grammar," but spell each word correctly - even if your student does not pronounce each word in the standard way. Write in manuscript, as neatly as you can, skipping a space between each line. Don't hesitate to ask your student to slow down - tell him you can't write as fast as he talks.

5. If your student is hesitant, or needs some prompting, ask him some questions about his topic which will help him to continue, as you would in a conversation. Don't write down your questions unless they are necessary for the sense of the story.

6. Finish at what seems like an appropriate point (practice in this method will give you a better sense of this), and ask your student for a title.

Now turn to the story starter suggestions and skill practice steps.

Story Starters

Here are a few ideas. As you get to know your student and this method, you will be able to add to the list.

1. Let a story begin as a reaction to the learning situation. The student can talk about what brought him to his decision to "go back to school," the frustrations of being illiterate, the frustrations of being an adult student, and the joys of making progress.

2. Ask your student about his school memories - favorite teacher, least-liked teacher, etc.

3. The area of health care can initiate many stories. How many people can resist a chance to talk about...
"My operation"
"How I was treated in the hospital"
"I do/do not trust my doctor"

4. If your student is a parent:
"What I do when the kids act up"
"How the kids get along in school"
"Funny things my kids have said"
"What I want for my kids that I didn't have"
"How each of my children has a different personality"

5. Talk about changes:
"How things have changed in my neighborhood"
"People need/don't need change"
"How this city is different from where I used to live"

6. Often, hobbies, crafts, and interests pursued in spare time are very important to people. Ask about these. Sports could make an exciting subject.

7. A story can begin with a question like "How do you keep from being ripped off?" and lead to a lesson on consumer survival skills. Or try:
"The time I got behind in my bills"
"How I would advise someone who's looking for a new house/ apartment"
"How to find a real bargain"
"The time the door-to-door salesman came"
"Advice I'd give about buying insurance (or a car or appliance)"
After you have read and studied the story you'll have the basis for a lesson on reading ads, credit, banking, etc. You'll find out what concerns your student, not by lecturing, but by letting him tell you what he knows and which areas he'd like to better informed on.

8. Travel experiences can be fun to relive by telling about them.

9. Some stories aren't experiences, but wishes and plans, like:
"My New Year's resolutions"
"What I would change if I were mayor/governor/president"
Many stories begin with"What I think of..." Fill in a current issue.

10.Unusual photographs from magazines or newspapers can start a story for a student reluctant to speak about himself.

Skill Practice After the Story is Written

Even if there's no time for the steps which follow, this first one is essential as a follow-up to each experience story:

1. Reading

A-If your student is in the first two skill books, or lacks confidence in his reading ability, read the entire story over to him, indicating each word with your finger as you read. Next, ask him to read it back to you. If that's too hard, read it sentence by sentence, instructing him to read each sentence right after you; then, if you think he's ready have him read the complete story. Don't be disturbed if you think he's reading from memory - this is part of learning how to read. Above all, don't make this a discouraging experience by pushing your student to read more than he's comfortable with.

B-If your student is reading with confidence, or is in Skill Book 3 or above, ask hime to read the story to you without preparation. Be ready to help with the difficult words - remember, the skill book stories use a controlled vocabulary, but an experience story is written without regard for reading level or reading vocabulary.

2.Phonics Skills

The experience story your student has written can be a valuable tool for practicing the skills he has learned in the skill books. For example:

Book 1-student has just finished lesson 5; select words in his story which begin with "sh," "ch," and "th"-or ask him to find them.
Book 2-you might select words according to the short vowel sounds they contain.
Book 3-select words with long vowels.
Books 4 and 5-students can pick words containing vowel combinations they have learned, as well as supplying proper punctuation and breaking down words into syllables.

These suggestions are only a few of the many phonics practices for which the experience story can be used. There's no need to stick to the lesson or book the student is in-review earlier lessons. Refer to your Teacher's Manual for additional oral skills exercises-or, invent your own!

3.Word Bank

This step is unique to the experience story. Instruct your student to pick a few words from his story which he would like to learn-no matter how difficult. Help him recognize familiar letter groupings within the word, and have him practice sounding out and spelling each one. Words like "unemployment," "government," or the names of streets or cities may suggest other words he may like to learn. This might be an appropriate time to introduce dictionary use. Limit the new words to 6 or fewer per story, so as not to tax the student, and write them down on a permanent list to be called the "Word Bank." Review these words often, and include them in regular spelling quizzes.

4.Handwriting

If your student is in need of handwriting practice, or has just learned script (Book 4), copying his experience story would make an excellent homework assignment.

Note:Keep the Word Bank and all your student's experience stories in a folder and bring them to each session for review.

THE NEW INSTANT WORD LIST by Edward Fry*

The Instant Words
First hundred

First 25 Group 1a	Second 25 Group 1b	Third 25 Group 1c	Fourth 25 Group 1d
the	or	will	number
of	one	up	no
and	had	other	way
a	by	about	could
to	word	out	people
in	but	many	my
is	not	then	than
you	what	them	first
that	all	these	water
it	were	so	been
he	we	some	call
was	when	her	who
for	your	would	oil
on	can	make	now
are	said	like	find
as	there	him	long
with	use	into	down
his	an	time	day
they	each	has	did
I	which	look	get
at	she	two	come
be	do	more	made
this	how	write	may
have	their	go	part
from	if	see	over

Common suffixes: *s, ing, ed*

A STUDENT MUST LEARN THESE 300 INSTANT WORDS TO HAVE FLUENCY IN READING, WRITING, and SPELLING.

Why? The first 10 words make up about 24% of all written material.

The first 100 words make up about 50%.

The first 300 words make up about 65% of all words written in English!

How? 1) Have your student read these words in order of frequency.

2) Make flash cards of words he is doubtful about. (Set the completely unknown words aside until later.)

3) Teach doubtful words by having student use Visual, Tactile, and Kinesthetic learning techniques.

4) Flash 5 of the doubtful words in a set with 5 known words. After student instantly recognizes a doubtful word 5 times, you can assume reading mastery. Check for spelling and writing mastery.

Second hundred

First 25 Group 2a	Second 25 Group 2b	Third 25 Group 2c	Fourth 25 Group 2d
new	great	put	kind
sound	where	end	hand
take	help	does	picture
only	through	another	again
little	much	well	change
work	before	large	off
know	line	must	play
place	right	big	spell
year	too	even	air
live	mean	such	away
me	old	because	animal
back	any	turn	house
give	same	here	point
most	tell	why	page
very	boy	ask	letter
after	follow	went	mother
thing	came	men	answer
our	want	read	found
just	show	need	study
name	also	land	still
good	around	different	learn
sentence	form	home	should
man	three	us	America
think	small	move	world
say	set	try	high

Common suffixes: *s, ing, ed, er, ly, est*

The Instant Words
Third hundred

First 25 Group 3a	Second 25 Group 3b	Third 25 Group 3c	Fourth 25 Group 3d
every	left	until	idea
near	don't	children	enough
add	few	side	eat
food	while	feet	face
between	along	car	watch
own	might	mile	far
below	close	night	Indian
country	something	walk	real
plant	seem	white	almost
last	next	sea	let
school	hard	began	above
father	open	grow	girl
keep	example	took	sometimes
tree	begin	river	mountain
never	life	four	cut
start	always	carry	young
city	those	state	talk
earth	both	once	soon
eye	paper	book	list
light	together	hear	song
thought	got	stop	leave
head	group	without	family
under	often	second	body
story	run	late	music
saw	important	miss	color

Common suffixes: *s, ing, ed, er, ly, est*

Source: Reading Teacher
November 1980

Master list of vocabulary needed for functional literacy - from Journal of Reading, 9/80, "Essential Literacy Skills for Functioning in an Urban Community" by G. Negin and D. Krugler.

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account
add
address
adjusted
after
age
ahead
ajar
alcohol
alimony
ammonia
amount
antacids
applicant
application
applied
apply
apprenticeship
area
authority
auto
automatics
available
avaoid
balance
bank
bankruptcy
beat
beneficiary
bike
billing
birth
board
boil
boiling
bonds
bonus
bookkeeping
branch
breathing
brush
bucket
business
butter
call
camping
cap
care
cattle
cause
caution
bake

center
charge
charged
check
checkbook
checking
chemicals
children
chill
chiseled
citizen
citrus
city
clean
close
closed
co-applicant
code
cold
collateral
combustible
compensation
considered
construction
contact
convicted
cookie
cool
cost
cover
credit
creditor
cups
current
daily
dairy
date
debtor
deer
defects
dependents
deposits
description
detergent
detour
directions
disability
discoloration
divided
divorced
dizziness
doctor

don't
drain
drive
drop
drowsiness
dry
due
duties
effect
eggs
element
elementary
emergency
employed
employment
empty
enclosed
ending
ends
engaged
enter
entry
envelope
equity
estate
every
exit
expected
experience
explain
external
eye
feces
fee
feet
finance
first
flour
flush
fold
followed
food
force
former
freeway
frozen
funds
furnished
gallon
gas
gradually
grease

gross
harmful
high
highway
hill
hobbies
honors
hospital
hour
illness
immediately
inch
inches
income
information
injury
insurance
intensify
interest
iron
irritant
joint
judgments
juice
keep
knife
landlord
last
law
lawn
layer
leaving
left
license
load
loading
low
machinery
machines
maintenance
major
margarine
medication
medium
melted
membranes
men
merge
middle
miles
military
milk

minimum
minutes
mist
model
mop
mortgage
nail
name
nature
needed
net
next
night
no
not
notify
number
occasionally
occupation
offense
oil
one
only
open
opening
operating
operations
out
outstanding
oven
own
paid
pain
palm
passing
payable
payment
payer
penalty
per
percentage
permanent
personal
phone
physical
physician
pierce
placement
plenty
polish
position
pour

pre-heat
prescription
press
pressure
prevent
previous
previously
price
print
products
professional
purchase
putty
qualifications
quarterly
rack
rank
reach
ready
real
reason
recent
recommend
reconcile
red
referred
refilled
refrigerator
relationship
relative
relocate
remove
return
reverse
right
rinse
road
sand
saucepan
savings
school
scrape
screw
season
seconds
security
service
set
shake
shaking
sheet
shifts
shortening
shown
signal
signature
simmer
single
skillet
skills
skin
slippery
smooth
social
soil
sole
solvent
sparingly
spatula
speed
sponge
spouse
spray
spreader
springs
square
squeeze
staple
state
statement
stir
stirring
stomach
stop
store
street
strokes
stub
subtotal
subtract
surface
swallowed
sweep
tablet
take
tax
teaspoon
technical
telephone
temporary
tender
thaw
thin
thru
time
times
top
total
tracking
trade
traffic
training
travel
treasurer
turn
turpentine
two
typing
unfurnished
until
upright
urine
use
vacuum
value
vehicles
ventilation
voided
walk
warm
warning
wash
water
wax
way
weight
well
wet
wipe
with
wood
working
write
zip
zone

Abbreviations

acc't	lbs.	soc. sec.
bus.	min.	U.S.
dept.	mtg. or mtge.	PA
Dr.	mo.	wt.
fl.	no.	Xing
ft.	orig.	yr.
gr. pt. or g.p.a.	oz.	
hr.	qt.	
in.	R.R.	
lb.	Rx	

WRITING SKILLS

Personal data

name
address
phone number
Social Security number
birthdate
driver's license number
signature
credit account numbers
educational background
schools
addresses
military record
conviction record
medical information
position sought
qualifications and skills
interests and ambitions

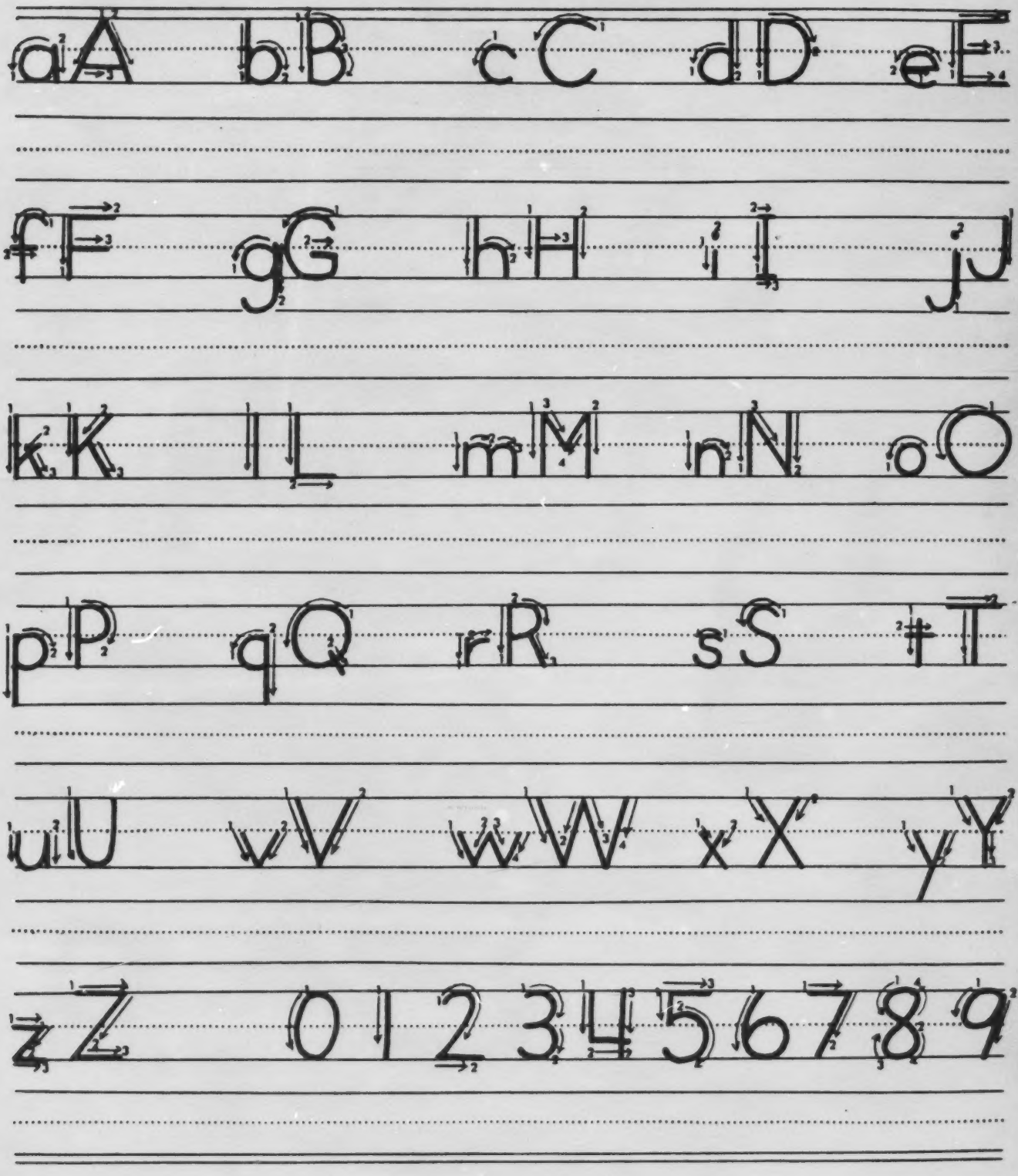
Money amounts

value of assets
income
amount being paid on bills

Other information

employer's name, address, and phone number
references' names, addresses, phone numbers, and positions
relatives' names, addresses, and phone numbers
co-applicant's name, address, and phone number

Manuscript Chart



NAME DATE

WRITING CHECK LIST

1. LETTERS

2. SINGLE WORDS

3. SENTENCES

4. PARAGRAPHS

5. Journal entries - make four entries in each semester.

Language Based Phonics

1. Listen for the _____ sound at the beginning of these words:

_____

_____

_____

_____

_____

Do you hear the _____ sound?

2. Say the words after me. (Use the words in 1. above.)

3. Which of these words do you like best?

Fine. _____* is your key word for the _____ sound.

4. Think of the beginning sound in your key word _____*.

I am going to say the key word making the beginning sound louder and longer and the rest of the word softer. Repeat after me.

Now, let out just the first sound of the word and think the rest of the word.

Notice how you hold your lips, tongue and teeth.

(When teaching voiced stops, use the initial voiced stop and following vowel together.)

5. Here are some more words. Listen. Do these words start with the sound _____?

_____

_____

_____

_____

_____

6. Now, listen to the last sound in these words and repeat the words:

_____

(Step 6. not to be used with short vowels) _____

_____

_____

The last sound in these words is ...

7. We have picked out a sound, the _____ sound, and have both heard it and said it at the beginning of some words and at the end of others.

8. The _____ sound is represented by the letter ...

The letter _____ is written ...

Your key word _____ is written ...

*

(Tutor and student should have a pen or a pencil and a piece of paper.)

9. The name of this letter is ... (Tutor points to letter.)

   Your key word is, please read ... (Tutor points to key word.)

   The sound represented by the letter _____ is ....

10. Capital __ the same name and the same sound is written ....

    Use a capital letter for a name and for a word which begins a sentence.

11. (Small and capital cursive letters may be taught at this point if appropriate.)

IX

-ab	-abble	-ack	-ackle	-act	-ad	-addle	-aft	-ag
cab	babble	back	cackle	act	ad	addle	aft	bag
dab	dabble	hack	hackle	fact	bad	paddle	raft	gag
gab	rabble	jack	tackle	tact	cad	saddle	craft	hag
jab	scrabble	lack	crackle	pact	dad		graft	jag
lab		pack			fad		shaft	lag
nab		rack			had			nag
tab		sack			lad			rag
blab		tack			mad			sag
crab		black			pad			tag
drab		crack			sad			wag
flab		shack			clad			brag
grab		slack			glad			crag
scab		smack			shad			drag
slab		snack						flag
stab		stack						shag
		quack						snag
		whack						stag

-al	-aggle	-alf	-all	-am	-an	-ance	-and	-andle
gal	gaggle	calf	shall	am	an	dance	band	candle
pal	haggle	half	shallow	dam	ban	lance	hand	handle
Sal	waggle		scallawag	ham	can	glance	land	
Val	snaggle			jam	fan	stance	sand	
				ram	man	enhance	bland	
				yam	pan		brand	
				clam	ran		gland	
				cram	tan		grand	
				gram	van		stand	
				slam	clan		strand	
				swam	bran			
				wham	plan			
				scram	scan			
					span			
					than			

-ank	-ankle	-ang	-angle	-ant	-ap	-apple	-apt	-as
bank	ankle	bang	angle	ant	cap	apple	apt	as
rank	rankle	fang	bangle	pant	gap	scrapple	rapt	has
sank		gang	dangle	rant	lap			
tank		hang	tangle	scant	map			
yank		rang	wrangle	plant	nap			
blank		sang		slant	rap			
clank		tang		grant	sap			
crank		wang		chant	tap			
drank		clang			yap			
frank		slang			chap			
plank					clap			
spank					flap			
thank					slap			
					snap			
					trap			
					scrap			
					strap			

/X/

-ash	-ask	-asm	-asp	-ass	-ast	-at	-attle	-atch
ash	ask	chasm	asp	ass	cast	at	battle	batch
bash	bask	spasm	grasp	bass	fast	bat	cattle	catch
cash	cask	orgasm	hasp	lass	last	cat	rattle	hatch
dash	mask	fantasm	rasp	mass	mast	fat	tattle	latch
hash	task		clasp	pass	past	hat	prattle	match
lash				sass	rast	mat		patch
mash				brass	blast	pat		thatch
rash				crass		rat		
sash				grass		sat		
clash				class		tat		
crash				glass		vat		
smash						brat		
stash						chat		
trash						flat		
thrash						slat		
						plat		
						scat		
						that		
						drat		

-ath	-augh	-ax	-azz	-azzle	-affle
bath	laugh	ax	jazz	dazzle	baffle
path	laughter	lax	razz	razzle	raffle
wrath	draught	tax			
		wax			
		flax			
	aunt				

/e/

-ead	-eck	-ed	-eft	-eg	-elf	-ell	-elm
dead	beck	bed	deft	beg	elf	bell	elm
head	deck	fed	left	keg	self	cell	helm
lead	heck	led	theft	leg	shelf	dell	
read	neck	red		peg		fell	
bread	peck	wed				hell	
dread	check	bled				jell	
tread	fleck	fled				sell	
spread	speck	sled				tell	
instead		shed				well	
		sped				yell	
						dwell	
						shell	
						smell	
						spell	
						swell	
						qwell	

-elp	-elt	-em	-en	-end	-ent	-eopard	-ept
help	belt	hem	den	end	bent	leopard	kept
kelp	felt	stem	hen	bend	dent	jeopardy	wept
yelp	melt	them	men	fend	lent		crept
whelp	pelt		pen	lend	pent		slept
	welt		ten	mend	rent		
	dwelt		glen	rend	sent		
	smelt		then	send	tent		
			when	tend	vent		
				vend	went		
				wend	spent		
				blend			
				spend			
				trend			

/ɛ/

-edge	-easure	-eather	-ealth	-esk	-ess	-est	-et
edge	measure	feather	health	desk	less	best	bet
ledge	pleasure	heather	wealth		mess	jest	get
hedge	treasure	leather	stealth		bless	lest	jet
wedge		weather			chess	pest	let
pledge					dress	rest	met
sledge					press	test	net
					stress	vest	pet
						west	set
						chest	vet
						crest	wet
						quest	yet
							fret

-etch	brea-	-ai-
fetch	bread	said
ketch	breast	
retch	breath	
sketch		
stretch		

/ĭ/

-ib	-ich	-ick	-id	-iddle	-iff	-ift	-ig
bib	rich	kick	bid	fiddle	cliff	gift	big
fib	which	lick	did	middle	skiff	lift	dig
nib		nick	hid	riddle	stiff	rift	fig
rib		pick	kid		whiff	sift	jig
glib		sick	lid			drift	pig
		tick	mid			shift	rig
		wick	rid			swift	wig
		brick	grid				brig
		prick	skid				swig
		trick	slid				twig
		chick					prig
		thick					
		click					
		flick					
		slick					
		stick					
		quick					

-ilk	-ill	-ilt	-im	-imp	-in	-inch	-ing
bilk	ill	gilt	dim	imp	bin	inch	bing
milk	bill	tilt	him	limp	din	cinch	ring
silk	dill	wilt	rim	pimp	fin	pinch	sing
	fill	quilt	vim	blimp	gin	clinch	wing
	gill		grim	skimp	kin		zing
	hill		prim	crimp	pin		bring
	kill		skim	primp	sin		fling
	mill		slim	scrimp	tin		sling
	pill		swim		win		sting
	rill		trim		chin		swing
	sill		whim		shin		thing
	till				thin		
	will				grin		
	chill				skin		
	drill				spin		
	grill				twin		
	quill						
	spill						
	skill						
	still						

/I/

-ink	-int	-ip	-ipple	-ish	-is	-iss	-isp
ink	dint	dip	nipple	dish	is	hiss	lisp
pink	hint	hip	ripple	fish	his	kiss	wisp
sink	lint	lip	tipple	wish		miss	crisp
wink	mint	nip	stipple	swish		bliss	
blink	tint	rip					
slink	flint	sip					
stink	glint	tip					
think	print	yip					
shrink	splint	zip					
	sprint	chip					
	squint	ship					
		whip					
		flip					
		slip					
		drip					
		grip					
		trip					
		quip					
		skip					
		snip					
		strip					

-issed	-ist	-it	-itch	-ittle	-ive	-ix	-u-
hissed	fist	it	itch	little	give	fix	busines
kissed	gist	bit	ditch	whittle	live	mix	busy
missed	list	fit	witch			six	
	mist	hit	stitch			twixt	
	grist	kit	switch				
	twist	lit	twitch				
		pit					
		sit					
		wit					
		grit					
		mitt					
		quit					
		flit					
		slit					
		skit					
		spit					
		twit					
		split					

/ĭ/

-uitd	-uilt	-cuit	-idget	-idge	-inge	-y-
build	built	biscuit	fidget	ridge	binge	cyst
guild	guilt	circuit	midget	bridge	singe	cygnet
			Bridget	fridge	cringe	cylinder
					fringe	cymbal
					syringe	cynical
						mystery
						myth
						syllable
						symbol
						synonym

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-ob	-ock	-od	-og	-oll	-omp	-on	-ond
bob	cock	cod	bog	doll	pomp	on	bond
cob	dock	God	cog	loll	romp	don	fond
fob	hock	hod	dog	moll		non	pond
gob	lock	mod	fog			yon	blond
job	mock	nod	hog				frond
rob	pock	pod	jog				
mob	rock	rod	tog				
sob	sock	sod	clog				
blob	tock	clod	frog				
slob	block	plod	smog				
snob	clock	shod					
	flock	prod					
	crock	trod					
	frock	scrod					
	chock						
	shock						
	smock						
	stock						

-ong	-op	-ot	-ottle	-otch	-ox	-a-	-odge
bong	cop	cot	bottle	botch	ox	squad	dodge
Cong	fop	dot	throttle	notch	box	squat	hodge
gong	hop	got		crotch	fox	swat	lodge
Hong	lop	hot		scotch		watch	podge
long	nop	lot		blotch		wand	codger
song	pop	not				water	lodger
Wong	sop	pot					
wrong	top	rot					
throng	flop	tot					
strong	glop	blot					
belong	plop	clot					
ping-pong	slop	plot					
	crop	slot					
	drop	shot					
	prop	spot					
	stop	trot					
	strop						

/ŭ/

-ub	-ubble	-uck	-uch	-ud
cub	bubble	buck	much	bud
dub	rubble	duck	such	cud
hub	stubble	luck		dud
nub		muck		mud
pub		puck		stud
rub		suck		thud
sub		tuck		
tub		chuck		
club		shuck		
grub		cluck		
stub		pluck		
		truck		
		stuck		
		struck		

-uff	-ug	-ulk	-ull	-ulp
buff	bug	bulk	cull	gulp
cuff	dug	hulk	dull	pulp
huff	hug	sulk	gull	
muff	jug	skulk	hull	
puff	lug		lull	
bluff	mug		mull	
fluff	pug		null	
gruff	rug		skull	
stuff	tug			
	chug			
	thug			
	plug			
	slug			
	smug			
	snug			
	drug			

-um	-ump	-umb	-umble	-un
bum	bump	dumb	bumble	BUN
gum	hump	numb	humble	fun
hum	lump	crumb	mumble	gun
mum	dump	thumb	crumble	nun
rum	pump		stumble	pun
sum	rump			run
chum	trumo			sun
slum	clump			shun
drum	plump			spun
scum	slump			stun
swum	stump			
	thump			

/ŭ/

-unch	-ung	-unk	-unt	-up
bunch	dung	bunk	bunt	up
lunch	hung	dunk	hunt	cup
punch	lung	hunk	punt	pup
brunch	rung	junk	runt	sup
crunch	sung	sunk	brunt	
	clung	chunk	grunt	
	flung	drunk	blunt	
	stung	flunk	stunt	
	swung	skunk		

-us	-udge	-ush	-usk	-uss
us	budge	gush	busk	fuss
bus	fudge	hush	dusk	muss
plus	judge	lush	husk	
thus	nudge	mush	musk	
	grudge	rush	tusk	
	sludge	blush		
	smudge	flush		
		slush		
		brush		
		crush		
		shush		
		thrush		

-ust	-ustle	-ut	-utch	-uzz	com-
bust	bustle	but	Dutch	buzz	comfort
dust	hustle	cut	hutch	fuzz	company
gust	rustle	gut	crutch		compass
just		hut	clutch		
lust		jut			
must		nut			
rust		rut			
crust		shut			
trust					
thrust					

/ŭ/

-ome	-om-	-on-	-other	-ong-
come	from	son	other	tongue
some	stomach	ton	mother	among
become		won	brother	
income		wonder	smother	
outcome		London	another	
		front		
		honey		
		money		
		once		
		onion		
		Monday		

-onk-	-one	-ood	-ove	-over-
monk	one	blood	dove	cover
monkey	done	flood	love	discover
	none		shove	recover
			glove	uncover
			above	hover
				lover
				govern

-oven-	-ough	-ouble	-oun-
oven	rough	double	country
coven	tough	trouble	young
covenant	slough		
slovenly	enough	couple	

/ɜ/

-ar	-ard	-awyer	-ear-	-earn-
liar	coward	lawyer	early	earn
attar	hazard	sawyer	earth	earnest
cedar	Howard		heard	learn
friar	custard		pearl	yearn
solar	haggard		search	
sugar	Richard			
vicar	drunkard			
pedlar	standard			
pillar				
collar				
dollar				
beggar				
vulgar				
burglar				
grammar				
scholar				

-er-	-erge	-erk	-erm	-er
her	merge	jerk	germ	after
per	serge	perk	term	deter
Bert		clerk	sperm	fever
herd				lever
perch				meter
person				power
certain				refer
perhaps				better
pertain				cinder
				copper
				dinner
				father
				ginger
				hammer
				robber
				supper
				tender
				monster
				peddler

-erve	-ir	-ird	-irk	-irl
nerve	fir	bird	irk	girl
serve	sir	gird	quirk	swirl
verve	stir	third	shirk	twirl
swerve				whirl

-irst	-irt	-irth	-ored	-or
first	dirt	birth	colored	odor
thirst	flirt	girth	honored	major
	shirt	mirth		razor
	skirt			humor
				rumor
				tumor

-our-	-urb	-urch	-urd	-urdle
courage	curb	lurch	curd	curdle
journal	blurb	church	absurd	hurdle
journey				
scourge				
flourish				

-urf	-urge	-url-	-urn	-urry
turf	urge	curl	urn	curry
surf	purge	hurl	burn	furry
	surge	churl	turn	hurry
		burly	churn	surry
		surly	spurn	slurry

-urse	-urt	-ur-	-fort	pur-
curse	Burt	fur	effort	purchase
nurse	hurt	blur	comfort	purloin
purse		slur		purpose
		spur		
		burp		
		burst		
		curve		
		gurgle		
		burnish		
		curtain		
		furnace		
		furnish		
		surface		
		survive		
		Thursday		

/ə/

-r	-re	-re	-red	wor-
our	ire	sombre	fired	word
hour	fire	timbre	hired	work
sour	hire		tired	worm
flour	mire			worry
scour	tire			worst
	spire			worth
				worship
				worsted

-yr-
myrrh
myrtle
syringe
syrup

-alt	-ault	-aw	awe-	-awk-
Baltic	fault	jaw	awe	awkward
halt	vault	law	awesome	hawk
malt	assault	paw		squawk
salt		raw		
Walt		saw		
Walter		yaw		
Waltz		gnaw		
		thaw		
		claw		
		draw		
		flaw		
		squaw		
		straw		

-aulk	-aucus	-aud	-alter	-awn
baulk	caucus	laud	alter	dawn
caulk	raucus	Maud	falter	fawn
		gaudy	halter	lawn
		Claud	Walter	sawn
		fraud		yawn
		applaud		drawn

-aunch	-aunt	-aught-	-auce	au-
haunch	daunt	aught	sauce	auction
launch	gaunt	caught	saucer	audible
raunchy	haunt	taught	faucet	audio
staunch	jaunt	fraught		auditory
	taunt	haughty		audition
	saunter	daughter		augur
	flaunt	slaughter		augury
				August
				austere
				austerity
				autonomy

au-	-au-
audacious	bauble
authentic	bauxite
author	Caucasus
authority	caution
autumn	exhaust
automatic	laundry
auxiliary	Maugham
	sausage
	sautee

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-off-	-often	-oft	-oth	-oss	-ossed	-ost	-on-
off	often	oft	moth	boss	bossed	cost	on
offer	soften	loft	Roth	loss	tossed	lost	onto
office		soft	broth	moss	crossed	Boston	upon
officer			cloth	toss	flossed	frost	
coffer			sloth	cross	glossed	frosting	
coffin				dross			
doff				floss			
scoff				gloss			
				across			
				albatross			

-ong	-og	-ough	-ought	-hol-
Cong	bog	cough	ought	holocaus-
gong	cog	trough	bought	alcohol
Hong	dog		fought	
long	fog		sought	
song	hog		thought	
Wong	jog		brought	
wrong	log		wrought	
throng	tog			
strong	frog			
belong	smog			
ping-pong				

-all	-al-	-ald	-awl	-aul
all	almost	bald	bawl	Gaul
ball	also	scald	shawl	haul
call	always		brawl	maul
fall	caldron		crawl	Paul
gall	Waldorf		drawl	
hall	walnut		trawl	
mall	walrus		sprawl	
pall				
tall	false			
wall	scald			
small				
stall				
thrall				
squall				

/ů/

-ull-	-ush	-ut-	-ood	-oof
bull	bush	butcher	good	hoof
bulletin	push	put	hood	woof
full	bushel		wood	hoofer
pull	cushion		stood	woofer

-ook	-ool	-oot	-ould	-o-
book	wool	foot	could	wolf
cook		soot	would	bosom
hook			should	woman
look				
nook				
took				
brook				
crook				
shook				

/n̩/	/žn̩/	/šn̩/
-en		
brighten		
dampen		
darken	-sion	-tion
freshen	decision	action
hasten	division	motion
lengthen	occasion	nation
shorten	collision	mention
silken	television	fraction
		attention

/ā/

Word Patterns (Continued)

-ace	-ade	-age	-aid	-ail	-aim	-ain	-aint	-ait	-ale	-ame	-ane
ace	fade	age	aid	ail	aim	gain	faint	bait	ale	came	cane
face	jade	cage	laid	bail	maim	main	paint	gait	dale	dame	lane
lace	lade	page	maid	fail		pain	saint	wait	gale	fame	mane
mace	made	rage	paid	hail		rain	quaint	trait	hale	game	pane
pace	wade	sage	raid	jail		vain			kale	lame	sane
race	blade	wage	braid	mail		brain			male	name	vane
brace	glade	stage		nail		drain			pale	same	wane
place	grade			pail		grain			sale	tame	crane
space	trade			rail		train			tale	blame	
	shade			sail		chain			vale	flame	
	spade			tail		plain			scale	frame	
				vail		slain			shale	shame	
				wail		stain			stale		
				frail					whale		
				quail							
				snail							
				trail							

-ape	-ase	-aste	-ate	-ave	-ay	-aze	-eigh
ape	base	baste	ate	cave	bay	daze	eight
cape	case	haste	date	gave	day	faze	sleigh
gape	vase	paste	fate	nave	gay	gaze	weigh
nape		waste	gate	pave	hay	haze	
rape		waste	hate	rave	jay	maze	
tape		chaste	late	save	lay	raze	
drape			mate	wave	may	blaze	
grape			rate	brave	nay	glaze	
shape			sate	crate	pay	graze	
			crate	grave	ray		
			grate	shave	say		
			plate	slave	way		
			skate		clay		
			slate		play		
			state		fray		
					gray		
					tray		
					stay		
					sway		

/ē/

-e	-ea	-each	-ead	-eak	-eal	-eam	-ean	-eap	-east	-eat	-eech
be	pea	each	bead	beak	deal	beam	bean	heap	east	eat	beech
he	sea	beach	lead	leak	heal	ream	dean	leap	beast	beat	leech
me	tea	peach	read	peak	meal	seam	lean	reap	feast	feat	
we	flea	reach	plead	weak	peal	team	mean	cheap	least	heat	
she	plea	teach		bleak	real	cream	wean			meat	
		bleach		freak	seal	dream	clean			neat	
				speak	veal	gleam	glean			peat	
					zeal					seat	
					steal					cheat	
										cleat	
										pleat	
										treat	
										wheat	

-eef	-eek	-eel	-eep	-eem	-een	-eet	-eed	-ee	-ief	-y
beef	leek	eel	beep	deem	keen	beet	deed	bee	brief	carry
reef	meek	feel	deep	seem	seen	feet	feed	fee	chief	marry
	peek	heel	jeep	teem	teen	meet	heed	see	grief	bunny
	reek	keel	keep		green	fleet	need	tee	thief	funny
	seek	peel	peep		queen	greet	seed	wee		sunny
	week	reel	seep		sheen	sheet	weed	free		
	cheek		weep			sleet	bleed	tree		
	creek		creep			sweet	breed	glee		
	sleek		sheep			tweet	creed	thee		
			sleep				freed	three		
			steep				greed			
			sweep				speed			
							steed			
							tweed			

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-ice	-ide	-ie	-ife	-igh	-ight	-ike	-ild	-ile	-ime	-ind	-ine
lice	bide	die	life	high	fight	bike	mild	file	dime	bind	dine
mice	hide	lie	rife	nigh	light	dike	wild	mile	lime	find	fine
nice	ride	pie	wife	sigh	might	hike	child	pile	time	hind	line
rice	side	tie		thigh	night	like		rile	chime	kind	mine
vice	tide	vie			right	mike		tile	crime	mind	nine
slice	wide				sight	pike		vile	grime	rind	pine
spice	bride				tight	spike		smile	slime	wind	tine
twice	glide				bright			while		blind	vine
	slide				fright					grind	shine
					flight						spine
					plight						swine
					slight						thine
											twine
											whine

-ipe	-ire	-ise	-ite	-ive	-y	-ye
pipe	ire	rise	bite	dive	by	dye
ripe	dire	wise	kite	five	my	eye
wipe	fire		mite	hive	cry	lye
gripe	hire		site	live	dry	rye
swipe	mire		quite	chive	fly	
	sire		spite	drive	ply	
	tire		white		fry	
	wire				shy	
					sky	
					sly	
					spy	
					sty	
					thy	
					try	

-o	-oach	-oad	-oal	-oam	-oan	-oast	-oat	-obe	-ode	-oe	-oke
go	coach	goad	coal	foam	loan	boast	oat	lobe	ode	doe	coke
no	poach	load	goal	loam	moan	coast	boat	robe	bode	foe	joke
so	roach	road		roam	roan	roast	coat	globe	code	hoe	poke
		toad			groan	toast	goat		mode	toe	woke
							moat		rode	woe	yoke
							bloat				bloke
							float				choke
							gloat				smoke
											spoke

-old	-ole	-olt	-ome	-one	-ope	-ose	-ost	-ote	-ove	-ow
old	dole	bolt	dome	bone	cope	hose	host	note	cove	bow
bold	hole	colt	home	cone	dope	nose	most	rote	dove	low
cold	mole	dolt	Nome	lone	hope	pose	post	tote	rove	mow
gold	pole	jolt		pone	mope	rose		vote	wove	row
hold	role	volt		tone	rope	chose		quote		sow
mold	stole			zone	scope	those				tow
sold				shone	slope	close				blow
told				stone						flow
										glow
										slow
										crow
										grow
										show
										snow

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brew
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chew
flew
slew
stew

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boo
coo
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too
zoo
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food
mood
brood

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cool
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pool
drool
spool
stool

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room
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crude

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blue
clue
glue
true

-uke
duke
Luke

-ute
lute
flute

-une
dune
June
tune

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-ew	-ule	-use	-ute
few	mule	use	cute
hew	yule	fuse	mute
blew		muse	flute
flew			
slew			
chew			
crew			
drew			
grew			
stew			

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-oice	-oil	-oin	-oint	-oise	-oist
voice	oil	coin	joint	noise	foist
choice	boil	loin	point	poise	hoist
	coil				joist
	foil				moist
	soil				
	toil				
	broil				
	spoil				

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-ouch	-ound	-ouse	-out	-outh	-ow	-owl	-own
ouch	bound	house	out	mouth	bow	owl	down
couch	found	louse	bout	south	cow	cowl	gown
pouch	hound	mouse	gout		how	fowl	town
vouch	mound		pout		now	howl	brown
	pound		shout		vow	jowl	crown
	round		spout		wow	yowl	clown
	sound		stout		plow		frown
	wound		trout				
	ground						

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-ar	-arch	-arge	-ark	-arm	-arn	-arp	-arsh
bar	march	barge	bark	farm	barn	carp	harsh
car	parch	large	dark	harm	darn	harp	marsh
far	starch	charge	hark	charm	yarn	sharp	
jar			lark				
par			mark				
tar			park				
scar			shark				
star			spark				
			stark				

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-or	-oard	-ord	-ore	-ork	-orm	-orn	-ort	-orth	-our
or	board	cord	ore	cork	form	born	fort	forth	four
for	hoard	ford	wore	fork	norm	corn	sort	north	pour
nor		lord	chore	pork	storm	horn	tort		
			score	York		morn			
			swore	stork		torn			
						worn			

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-ear	-eer	-ere
ear	beer	here
clear	jeer	vere
dear	cheer	mere
fear	queer	cere
hear	peer	
rear	steer	
sear	deer	
tear	leer	
shear	sheer	
stear	veer	
spear		
year		
gear		

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boor			lure
moor	tour	during	sure
poor	your		manure

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brewer

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bear	bare	air	prayer
pear	care	fair	Sayer
wear	dare	hair	
	fare	lair	
	hare	pair	
	mare	stair	
	pare		
	rare		
	tare		
	glare		
	scare		

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cure	ewer
pure	fewer

New Streamlined English Series Skill Books 1, 2, and 3

DISCOVER THE CONTENTS OF

SKILL BOOK 1:

1. Which lessons teach Capital Letters? _____

2. In Lesson 8, Chart 8, what words will the student need to learn as sight words rather than as words to sound-out? _____

3. Where are numerals taught? _____

4. How is lesson 10 different from lessons 1-9? _____

5. Lesson 11. When does an adult need to know how to spell the names of numbers? _____

6. Where is the story content the student reads in lesson 12? _____

7. How are In the Valley and More Stories 1, the correlated readers, different? _____

8. What Reading Skill does Part 3 of the Checkups for Skill Book 1 evaluate? _____

SKILL BOOK 2:

1. What is the title of Skill Book 2? _____

2. What are the key words on the charts for the five short vowel sounds? _____

3. Besides these 5 sounds, what other sounds does Skill Book 2 teach? _____

4. How is Lesson 13 taught? _____

5. Compare City Living and More Stories 2. Which book would the student use first? _____

6. What suffixes is the student expected to know in order to do Check Ups for Skill Book 2? _____

7. Who signs the student diplomas? _____

(Over, please)

SKILL BOOK 3:

1. What is the title of Skill Book 3?_____

2. What are the key words for the long vowel sounds?_____

   _____

3. How many spelling patterns of the long vowel sounds are taught in Skill Book 3? (Hint, see lesson 19)_____

4. Compare the stories in Skill Books 2 and 3. How do they differ?_____

5. Why would a student be able to relate to the story in New Ways on PP. 20-25?_____

6. What is the correct answer to item 5 in Part 2 "Making Words" of the Checkups for Skill Book 3? _____

7. Where should the stub from diploma 3 go?_____

AN ALTERNATIVE METHOD FOR TEACHING LESSONS 1-5 OF SKILL BOOK 1

Occasionally, a beginning student knows a few words by sight, and the tutor questions the necessity of teaching the first five lessons in the traditional manner. Many tutors have opened to the first lesson only to hear a student say,"Oh, I know those words." The tutor may then be tempted to skip ahead to a more difficult lesson where the student cannot read the words and begin him there.

We discourage this practice. Skipping pages in Skill Book 1 upsets the systematic presentation of skills. Even though a student may have s some sight vocabulary, he may lack the decoding and word attack skills which are begun here. Unaware of this, a tutor who skips pages may miss introducing the very skills the student needs most. Drawing from Dr. C. Laubach's philosophy of building upon what the student already knows, we suggest use of the following method:

Tutor: (Point to the upper left-hand corner. Ask the student to read Lesson 1 and Chart 1. Give help if needed.)
(Point to the word "bird.") "Read this word,please."
Student: "Bird."
Tutor: (Point to the letter "b" in the far right column.) "What is the name of this letter?"
Student: "B."
Tutor: "What is the sound of that letter?"
Student: "/b/"

Note that in the alternative method the tutor asks for the sound of the letter last since this will probably be the most difficult for the student.

If the student misses the word, the name or the sound of the letter, the tutor should be prepared to go back and teach the panel in the traditional manner. The tutor should teach only what the student did not know. For example, if a student correctly identifies the word"cup" and the name of the letter "c", but does not know the sound of the letter, then the tutor should go back and teach the panel in the following way:

Tutor: (Point to the first picture and trace it.) "This is a cup on it's side. Say cup."
Student: "Cup."
Tutor: (Point to the second picture and trace it.)"This looks like a cup on its side. Say cup."
Student: "Cup."
Tutor: (Point to the word "cup.") "Read this word."
Student: "Cup."
Tutor: (Cover all but the first letter of the word "cup.") "Cup begins with the sound "/c/". Say /c/."
Student: "/c/."
Tutor: (Continue in the traditional way, asking the student to repeat the sound again as you point to each of the 3 individual letters which follow.)
(Point to the letter "c" in the far right column.) "What is the name of this letter?"
Student: "C."
Tutor: (Begin review of all letters as taught in the traditional manner, using the far right column and asking the student for the sounds going up and the names of letters going down.)

The tutor should continue down the rest of the chart, using the alternative method where possible. After the student has correctly read the entire chart, ask him to read the story aloud, helping only if he makes a reading error.

The tutor should not skip any of the other parts of the lesson even if the student has been able to read the chart and story without error. Each exercise reinforces a different skill. For example, in the writing lesson, a student may already know how to make the letters. The tutor should still ask him to make one of each letter, following the numbers and letters in the book. This will give the student practice in following directions. The checkup should also be done because it tests the student's visual discrimination and ability to recall the shape of the letter from the picture. In Listen and Write, we are checking on the student's auditory discrimination and ability to identify the first sound in a word he hears. Depending upon the needs of the student, the tutor may decide either to skip the homework or do it during the tutoring session.

A student using the alternative method moves more rapidly, so the tutor should be prepared to give several lessons at each of the first few sessions. This method is to be used only with those students who obviously know some of the words in the first five charts and only by tutors who have carefully practiced the method.

Beginning with Lesson 6, all lessons should be taught exactly as presented in the Teacher's Manual. Even if the student can read the chart words, he still needs the practice of making the individual sounds and blending them together to form words. In this lesson the student also begins to answer comprehension questions, to read silently, and to distinguish spoken sounds in the Oral Skills Practice section. Again, the tutor should not skip any part of Lessons 6 - 12.

REVIEW AND REINFORCEMENT IDEAS

SKILL BOOK ONE

1. Sound/symbol cards
   Make cards with the letters presented in the previous lesson
   Show card and have student give name-sound and possibly the "key" word

2. Cut up the first five charts in the workbook, but paste on tagboard before cutting up into smaller pieces. Or, order cardboard "Mini Charts" of first five phonics charts from New Readers Press, and cut up. Have student put the chart back together: picture card, "cue" card, word card, and letter card. ("Cue" card is the card with the letter superimposed on the picture). Remove cue card and have student put picture-letter-word together.

3. Make flash cards of words presented in each lesson
   a. Dictate sentences and have student arrange words in sequence
   b. Sort words into piles according to: beginning sounds, ending sounds, persons, etc
   c. Word meaning: Tutor defines word and student finds card.
   d. Antonyms: "Find a word that is the opposite of ..."
   e. Synonyms: "Find a word that means almost the same as ..."
   f. Rhyming: "Find a word that rhymes with ..."
   g. Categories: "Which word goes in the category of things you can do, see, etc."
   h. Relationships: "Which word goes with Mr., (Mrs.), etc..."
   i. Beginning dictionary skills: Put out a few cards and have student put them in alphabetical order.
   j. Contextual clues: Say a sentence and leave out a word. Ask student to find a word which would fit context.
   k. Parts of speech: Use flash cards to begin to introduce parts of speech.
   l. Use as a drill with words in isolation.

4. Paste pictures on cards (pictures that illustrate words being taught). Write a phrase or sentence to go with the pictures. Student matches phrase or sentence to pictures.

5. Make phrase cards. Put phrases together to make sentences, choosing sentences from previous lesson.

6. Cut out pictures from catalogs. Each picture should be a "one word only" picture. For men students choose tools, clothing, etc. that would be of interest to a man. For women: household items, food, clothing, etc.

   Make a bingo type game with consonant sounds. Student matches pictures with beginning or ending consonant sound.

m	r	w	p
c	t	s	l
s	n	t	b

7. "Picture" words may be pasted on cards. Make flash cards which go with the pictures. Put word on back of card. Student may take these home and use for homeword. They are self-correcting as he can check his accuracy by turning card over and seeing if the word he matched is the same as the one on the card. Note: Be sure student identifies the correct word with the picture, e.g. there could be confusion with "pot" "pan" etc.

8. Make letter cards. Say word and see if student can put word together. In the initial stages to help student to be successful, put out only the letters needed for the word. Later put out letters for two words, etc.

9. Arrange a sentence with flash cards and insert one too many words, one which doesn't make sense. Student finds the irrelevant word.

SKILL BOOK TWO

1. Make a chart using key pictures and letters representing the sounds, cut from Skill Book or Mini-charts, if you are not an artist! Arrange pictures and letters according to the way speech sounds are formed. You may wish to refer to Education Bulletin 3-30 for additional help.

Unvoiced Picture:		Voiced Picture:		Articulatory similarities
pan	p	bird man	b m	Lips together
wheel	wh	wing quarter	w qu	Lips rounded
fish	f	valley	v	Lower lip touching upper teeth
thank (boy)	th	this	th	Upper teeth touching tongue; tongue covering lower lip
tent	t	dish neck leg	d n l	Tongue tip up touching gum of mouth just behind upper teeth
snake	s	zipper	z	Teeth close, but not touching
shop	sh	river yells	r y	Lips forward and squared
children	ch	jumping	j	Tip of tongue at front of hard palate
kicking cup	k c	girl ring	g ng	Tongue tip down touching back of lower teeth
		box	x	Combination of k and s above
hand	h			No position of its own; takes the position of the vowels following it

2. Cut out pictures with short vowel sounds. Make bingo type game and have student place pictures over the short vowel sounds.

i	e	o	a
u	a	u	i
o	e	i	a

3. Do the same as #2 for blends introduced in Skill Book 2.

br	st	cl
cl	gl	dr
fr	bl	tw
st	tr	gr

4. Make bingo game with irregularly spelled words presented in Skill Book 2.

mother	said	color	son
what	another	laughs	was
cover	many	brother	from
father	very	says	does

5. Write a sentence and spell a word or words with errors. Student finds errors, e.g. The man put on his dat. (hat)

6. Comprehension skill. Read a short passage to student. One sentence is irrelevant. Student orally identifies the irrelevant sentence. (This exercise helps later with paragraph construction and meaning.)

7. Lessons 7, 8 Rhyming words
Note: If you wish to give visual clues to these rhyming words, make flash cards for the student to use with the rhyming words on them.

a. Short vowel couplets, to be given orally.

1) In one sandwich I have jam
In the other I have _____. (ham)

2) Let's mark the airfield in the sand
So all our planes come here to _____. (land)

3) What sport is it that
Uses a ball and a _____. (bat)

4) There is a white rat
Hiding from the black _____. (cat)

5) I found something in the sand
And I held it in my _____. (hand)

6) Tom caught this fine big fish
Mother served it on a _____. (dish)

7) Here's a top that's made of tin
It must be wound in order to _____. (spin)

8) These two fish with spotted fins
Look just like they are _____. (twins)

9) The men worked late on the new shed
Till it was time to go to _____. (bed)

10) Can you tell
Where you found the _____? (shell) (well)

11) Upon a fallen log
Sat a green _____. (frog)

12) Father brought Tom a toy at the shop
Tom came home with a great big _____. (hop) (top)

13) There goes a rabbit on the run
Ahead of the hunter who has a _____. (gun)

14) Robert likes to run and jump
And falls down with a great big _____. (thump) (bump)

7. Lessons 7, 8 Rhyming words (cont'd)

b. Say three words. Ask students which two words rhyme.

1)	lamb	Sam	bed	12)	ouch	house	mouse
2)	dog	log	eat	13)	just	duck	truck
3)	light	book	look	14)	girl	hurt	curl
4)	butter	bunny	funny	15)	top	tall	hop
5)	sister	mister	hard	16)	same	came	take
6)	Dick	trick	track	17)	feet	foot	meet
7)	arm	purple	farm	18)	lady	sister	shady
8)	food	gum	drum	19)	keep	lost	sleep
9)	tree	sky	be	20)	toy	head	boy
10)	fly	spoon	tie	21)	beach	eat	peach
11)	man	brother	mother				

8. Lesson 8 k or ck?

Write the unfinished words below on flash cards or as a well spaced list of words. Ask student to tell you whether k or ck (show flash cards of each) should be used to end the word. Add the ending he chose and help him determine whether or not it is correct. Using correct ending, ask student to decode the word. These are sounds he has had - help him do it on his own.

tru__	par__	lo__	mas__	k
ris__	bu__	sil__	Ja__	ck
mar__	dar__	si__	mil__	
stu__	bri__	ba__	du__	
clo__	bla__	ro__	qui__	
des__	tas__	wor__		

9. After Lesson 10, Sound Substitution Games

Examples are given below of innumerable games of this type which can be made.

Print up on 3 x 5 tagboard card the following parts of words to be completed by substituting different final, medial and initial sounds to make new words.

a. Substituting final sound.
All vowels are short. If pupil cannot give the beginning of the word, help him and let him add the ending sound.

Use these ending sounds with all the word frames. (see note.) n, sh, t, ck, m, p, d.

hi___	sto__	cu__
spi__	mi__	ca__
gri__	sto__	bi__
ha__	bu__	ta__

Note: If you substitute all of the ending sounds, you will come up with some nonsense words. If nonsense decoding would confuse your pupil, do not use the endings which would make nonsense words. If your pupil can decode easily and is not confused by the nonsense words, use them.

b. Substituting vowels.
Substitute all five vowels.

ch___p	s___p
m___t	h___t
d___n	h___p
ch___ck	sh___p

c. Substituting initial sound.
Beginning sounds: c, j, r, s, t. l, p, h, b, m, w, f, g, d, n.

__ot	__ip	__at
__ed	__et	__it
__ad	__un	__ub
__ug	__og	__ob

10. Adding Suffixes: ed ing er

a. ING (These words go through Lesson 12)

1) Make the following flash cards

ing	thinking	kicking
telling	winging	thanking
singing	visiting	yelling
bringing	looking	laughing
sending	fishing	starting
carrying	jumping	working

laugh	fish	start	tell
kick	jump	work	carry
visit	thank	think	send
look	yell	wing	sing
			bring

2) Using the flash cards, have student say root word and then the word with ing added.

3) Using the flash cards, have the student match the root word with the ing word having the same root.

Note: None of these words require the final consonant doubled before the ing is added.

b. ED

1) Make the following flash cards:

ed	farm	thank	lock
work	park	look	yell
start	pick	jump	hunt

worked	parked	looked	yelled
started	picked	jumped	hunted
farmed	thanked	locked	

2) and 3). Same as above, under 10 a. using ed suffix.

4) Separate cards into three sounds of ed (ed /t/ /d/)

c. ER

1) Make the following flash cards, using duplicates from above lessons.

er	dark	jump	sick
farm	hard	think	start
work	hunt	send	truck

farmer	harder	thinker	starter
worker	hunter	sender	trucker
darker	jumper	sicker	

2) and 3) Same as above, under 10a., using er suffix.

Note: This type game can be adapted to suffixes in Skill Book 4 and to prefixes and suffixes in Skill Book 5. Students can put the words together with the prefix, suffix, and root word, and they can also be given the word with prefixes and suffixes added and find the root word in it.

11. Lessons 11 and 12, short vowel to vowels with "r"

Make the following flash cards. Do not use all the cards at one time at first.

bid - bird	bun - burn	am - arm	had - hard
chip - chirp	bust - burst	at - art	ham - harm
fist - first	cub - curb	back - bark	hash- harsh
flit - flirt	cud - curd	bad - bard	lack - lark
quick - quirk	cut - curt	ban - barn	lad - lard
skit - skirt	hull - hurl	cap - carp	mash- marsh
Beth - berth	hut - hurt	cad - card	mat- mart
peck - perk	luck - lurk	cat - cart	pack - park
pet - pert	spun - spurn	chat - chart	shack - shark
			stack - stark

a. Auditory discrimination: Stack cards in two piles, one with short vowel words and the other with ir, ur, er and ar words. Read the cards alternately from the two stacks (which may give student a visual clue) and have him say the vowel sound he hears in each word.

b. Visual discrimination: Stack cards alternately with minimal pair words, above. Student reads the words separating them into two stacks (words with short vowel and vowel with r).

SKILL BOOK 3

1. Lessons 2-5, short a or long a words
Follow the same directions as for #11 above.
Interpret meaning.

am - aim	shack - shake	pal - pale
bat - bait	snack - snake	pan - pane
brad - braid	stack - stake	plan - plane
clam - claim	tack - take	rat - rate
lad - laid	Sam - same	slat - slate
mad - maid	can - cane	tap - tape
pad - paid	mad - made	van - vane
pal - pail	at - ate	back - bake
pan - pain	cap - cape	lack - lake
pant - paint	fat - fate	rack - rake
plan - plain	gap - gape	sack - sake
ran - rain	hat - hate	(soft to hard g)
van - vain	man - mane	stag - stage
man - main	mat - mate	wag - wage

2. Tic - Tac - Toe

c__ke	t__me	h__le
c__be	p__le	m__ke
r__pe	r__se	pl__ne

Make dice with vowels on it. Roll dice. See if vowel fits into one of the words. If so, write the vowel in the word. Each player has a different color pen. First player who gets words filled in, in a row, wins.

3. Variant spellings of long vowels
After the variant spellings of the long vowels have been presented, a lesson such as the following may be presented. (These are from the long o lessons)

Make the following flash cards:

old	Joe	rose	radio	home	drove	won't	toad
Ohio	hotel	rope	phone	hold	cold	window	throw
oh	Jones	rolls	over	go	coat	Tony	those
no	show	roast	open	folks	boat	told	sold
Mexico	row	road	hope	float	yellow	toast	soaked
so	slowly	slow					

a. Visual discrimination: student looks at words and places all the same spellings in the same pile.

b. Teacher reads cards. Student tells tutor how the o is spelling in the word, and places it in correct column on sheet. Note: Do not use all the word cards for this unless you have an exceptionally sable student. Choose the words with which he can experience success at first, then gradually include the more difficult ones.

o o-e oa ow (Words placed under these headings)

4. Beginning with Skill Book 3 - Lesson 6, Sequence
The first lesson where the pupil must match sentences with the story is in this lesson. The idea of sequence may be new to your student. The following suggestions may be used to clarify its meaning.

a. How we use sequence in everyday life
   1) Daily routines: dressing, cooking, eating, etc.
   2) Making things: construction work, auto mechanics, sewing, etc.

b. Arrange pictures in sequence to tell story
c. Cut comic strips and have student arrange in sequence.
d. Student and tutor watch same TV program and student tells sequence of program.
   What happened at the first - in the middle - at the end?
   TV shows can also be used for main idea.

e. Prepare strips of sentences from Skill Book.
   1) Student places the sentence strip where it fits in the story page.
   2) Student numbers strips.
   3) Student turns back to workbook page and numbers the sentences in the correct order.
   Later, when the student is more adept at this, the strips are often not necessary and the student can mark in the story where the ideas occur.

5. Lessons 6-8, Short e to long e words
Follow same directions as for #11, page 6. Make sure student understands the meaning of the words.

bet - beet	red - reed	wed - weed	best	beast	men	mean
bled - bleed	sped - speed	fell - feel	den	dean	met	meat
fed - feed	step - steep	check - cheek	led	lead	red	read
pep - peep	ten - teen	peck - peek	pled	plead	set	seat

sell seal	pet Pete
speck speak	them theme

6. Lessons 9-12, Short i to long i words
Follow same directions as for #11, page 6. Incorporate meaning.

bit - bite	kit - kite	slim - slime	win - wine
dim - dime	pin - pine	snip - snipe	fill - file
fin - fine	rid - ride	spin - spine	mill - mile
din - dine	rip - ripe	spit - spite	pill - pile
grip - gripe	shin - shine	Tim - time	till - tile
hid - hide	slid - slide	twin - twine	lick - like
			pick - pike

lit - light	slit - slight
fit - fight	sit - sight
mitt - might	flit - flight

7. Lessons 13-16, Short o to long o
Follow same directions as for #11, page 6. Include meaning of words.

cod - code	lob - lobe	rod - rode
hop - hope	not - note	slop - slope
		rob - robe

got - goat	blot - bloat	clock - cloak
cot - coat	sop - soap	crock - croak
cost - coast	rod - road	sock - soak

8. Lessons 13-16, Predicting outcomes
a. Read chapter headings in a book to student. Have student predict what might happen.
b. Read title of story - predict what story is about.
c. Read to a certain point in story and then have student predict outcome. You might wish to finish story and see if author did complete story the way student thought, but remember that student's prediction, if it is different, is not wrong, rather had he been the author, he might have told it differently!

9. Lessons 17, 18, Short u to long u.
Follow same directions as for #11, page 6.

cub - cube	fuss - fuse	mutt - mute	tub - tube
cut - cute	hug - huge	plum - plume	us - use

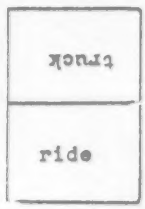
Note: After Lesson 18 these cards can be mixed up with long and short vowels and many other visual and auditory games played. Ir, er, ur cards may also be included.

10. Lessons 17, 18, Compound words
Make the following flash cards:

to	over	flash	some
day	coat	light	times
today	overcoat	flashlight	sometimes
air	every	news	Thanks
plane	thing	paper	giving
airplane	everything	newspaper	Thanksgiving
be	every	sail	snow
came	where	boat	man
became	everywhere	sailboat	snowman
be	in	some	
side	side	thing	
beside	inside	something	

a. Give student separate word and see if he can make compound words.
b. Give student compound word and have him find its components.

11. Vowel Dominoes, Long and short vowels
a. Make dominoes as follows: cardboard 3" x 1½"



1) Double dominoe to start (e.g. cube/cube)
2) Sounds must be matched. Have students say the words as the game is played - this will reinforce the sounds. "I put brick with fish." (An alternate way to play would be to match rhyming words only: "I put slide with ride.")
3) Six dominoes drawn at beginning.
4) Go to bone pile for more dominoes as needed. (If group is playing, no more than two dominoes may be drawn at one turn.)

map/fuse	whale/brick	goat/goat	fuse/bat
fish/tree	brick/grapes	stick/pie	mop/fly
sheep/cap	bus/chain	stamp/tie	hose/fan
pan/ jeep	mop/mop	fuse/drop	top/boat
cube/cube	slide/skates	old/six	pig/pig
flag/five	gun/slide	ten/hoe	cube/ship
sit/hide	rug/fuse	kite/kite	belt/cube
bag/cake	bone/duck	bed/bed	jug/beet
tire/bell	mule/nuts	pin/feet	doll/pipe
train/train	hill/rose	net/cube	leaf/fox
truck/truck	fire/dress	peas/tent	rock/glove
lake/cat	cane/nest	cheese/cheese	shell/wheel
three/cup	drum/road	coat/bat	fence/bowl
truck/ride	socks/mule	snake/not	pail/box
lamp/lamp	net/mule	blue/go	blocks/key

Note: Many other types of dominoe games can be made for any vowel sounds or for words which often confuse student.

SKILL BOOK 4

1. Lessons 1, 2, Short o to oo (shoot) and to oo /uu/ (good)
Follow same directions as for #11, page 6.

cop - coop	lot - loot	Scot - scoot	crock - crook	knock - nook
drop - droop	rot - root	slop - sloop	God - good	lock - look
hot - hoot	shot - shoot	stop - stoop	hook - hook	rock - rook
		tot - toot	hod - hood	took - took

2. Lesson 3, Days of Week - Months of Year
Make cards with days of weeks and months of year. Have pupil arrange in sequence, arrange by seasons, arrange by number of days in months. Provide squared paper and have student make a yearly calendar. This can be used for his assignments or for special activities in which he is interested. Holidays can be listed.

3. Lesson 4, Contractions - Match-up Game
Make two sets of cards: one with contraction, the other with words that make up the contraction. Pupil matches the cards.

4. Lesson 5, Short o to ou
Follow the same directions as in #11, page 6.

clod - cloud	moth - mouth	rot - rout
fond - found	pot - pout	Scot - scout
got - gout	prod - proud	spot - spout
		trot - trout

5. Lesson 7, Substitution of pronouns for nouns
Make cards of the words in the sentences dictated. Make set of pronoun cards. Dictate sentence and ask student to arrange cards of words in sequence. Then ask student to substitute appropriate pronoun cards for the nouns in the sentences. By actually taking one card out and putting another in, the student gets the idea that a pronoun can "take the place" of the noun in the sentence and the sentence can still make sense. The game also helps student to realize that one needs to know the antecedents to understand what a pronoun might stand for.

6. Lessons 8, 9, Short a to au and aw
Follow the same directions as in #11, page 6.

dab - daub	pal - Paul	Dan - dawn	pan - pawn
lad - laud	bran - brawn	fan - fawn	span - spawn

7. Lesson 11, Short o to or
Follow the same directions as in #11, page 6.

cod - cord	pot - port	shot - short	stock - stork
con - corn	Scotch - scorch	spot - sport	

8. Lessons 19, 20, Syllable Game
a. Make tagboard charts with the following headings:

1) If the first vowel in a word is followed by two or more consonants, the first two syllables are usually divided between the first two consonants. The vowel is often short.

bit ter sil ver
VC CV VC CV

2) If the first vowel is followed by one consonant, the first syllable often ends after the vowel. The first vowel is often long.

ba con ba by
V CV V CV

3) If the vowel is short in the beginning syllable, the syllable usually ends with the consonant which follows the vowel.

rob in lim it
VC V VC V

4) Words of more than one syllable that end in le generally take the preceding consonant with the le to form the last syllable (except ck).

sam ple Bi ble
tack le

(strictly speaking, there is no vowel sound in the le syllable)

5) Compound words of one syllable generally divide between the two words.

day dream

6) Suffixes and prefixes are generally separate syllables.

re pay un happy
drip less

(ed - not always a syllable.)

Note: Column 6 fits Skill Book 5 but can be used with some words in Skill Book 4.

8. Lessons 19, 20 Syllable Game (cont'd)

Put these words on flash cards. Shuffle cards and ask pupil to place flash card under one of above appropriate headings. (Do not use all the words for one lesson.)

sunspot	gladness	motor	logic	polite
starlight	firefly	sliver	timid	vibrate
grumble	blotter	human	pickle	fumble
lightweight	punish	broken	broadcast	simple
trample	buyer	adverb	camper	marble
buckle	button	lesson	fifteen	rescue
impact	hamper	attic	circle	market
habit	effort	member	master	perhaps
rumble	moonglow	plastic	dimple	person
magic	pupil	silence	vacant	object
				hunted

exchange	prefix	truthful	selfish	dangerous
defrost	chosen	appearance	richness	inhuman
lovely	decay	unjust	recall	
joyous	collection	disown	retrace	
painful	dethrone	tightly	intake	

9. Review of sounds of vowels in Skill Book 4 - "Hink-Pinks" ("Hink-Pinks" are rhyming words of one syllable. Hinky-Pinky = two syllables; Hinkity-Pinkity = three syllables.)

Tutor gives the clue with the adjective. Student finds the rhyming word.

a. wet grass (new dew)
b. a cold saw (cool tool)
c. a bat for a game (good wood)
d. a plaything that's fun (joy toy)
e. a good place to swim (cool pool)
f. a fishing tool (brook hook)
g. a happy lad (joy boy)
h. a loud death noise (doom boom)
i. what love birds see at nigh (swoon moon)
j. guaranteed not to make mistakes (goof proof)
k. a snack to eat to get you ready for studying (mood food)
l. wheat with a bad taste (sour flour)
m. a 5 a.m. stretch (dawn yawn)
n. a fish nose (trout snout)
o. a fat fish (strout trout)
p. a fat boy (stout scout)
q. a city dress (town gown)
r. late toss (slow throw)
s. something you need to drink a soda (jaw straw)
t. a dog's hurt foot (raw paw)
u. strength to mow the grass (lawn brawn)
v. an aching tomach (ouch pouch)

SKILL BOOK 5

1. Lesson 5, Adjective and Adverbs

a. Start with a simple sentence - have student add adjectives and adverbs. (Example: Tom ran. Tom ran quickly. -- The car rattled. The red car rattled.)

b. Read a selection from the lesson to the pupil and leave out adjectives and adverbs. Have pupil fill in missing words.

c. Have pupil read a selection and point out adjectives and adverbs in the selection.

2. Lessons 11, 12, Prefixes and Suffixes

a. Make word wheels (larger wheel has base word - smaller wheel has prefix.) Or wheel has words and arrow has prefix or suffix.

1) Prefix re Root words: name call move form place do gain learn

2) Suffix able Root words: pay break read agree wash teach reason

b. Tachistoscopes may also be used.

Note: See Lillie Pope, Guidelines to Teaching Remedial Reading, Book-Lab, Brooklyn, New York, available from New Readers Press for instruction on making word wheels and tachistoscopes, p. 103 ff.

3. Antonyms, Synonyms and Homonyms
Make flash cards of yellow and green so that the colors can be used in each pair. Student matches the yellow card with a green card and says whether he has matched an antonym, synonym or homonym. Use just a few cards to get started. Have student use each paired words in sentences.

a. Homonyms: write (green) right (yellow) etc.

sells/cells	waste/waist	herd/heard	weigh/way
one/won	hear/here	guest/guessed	made/maid
threw/through	vein/vane	not/knot	fair/fare
here/hear	their/there	meddles/medals	deer/dear
stare/stair	steal/steel	hour/our	meet/meat
paws/pause	stake/steak	peddle/pedal	break/brake
toe/tow	soar/sore	sew/so	by/buy
chews/choose	road/rode	wood/would	son/sun
sent/scent/cent	knew/new	bored/board	eight/ate
whole/hole	lead/led	heal/heel	four/for

b. Antonyms: remember (green) forget (yellow) etc.

empties/fills	push/pull	shut/open	hot/cold
strange/familiar	tall/short	few/many	tiny/large
usual/unusual	great/small	will/won't	high/low
nobody/somebody	clever/foolish	wet/dry	before/after
tidy/untidy	bottom/top	right/wrong	late/early
hungry/well-fed	above/below	something/nothing	heavy/light
fearful/brave	least/most	beautiful/ugly	cry/laugh
cautiously/boldly	loud/quiet	cool/warm	take/give
ashamed/unashamed	big/little	start/stop	ahead/behind
sadly/happily	there/here	gruff/jolly	always/never
hard/soft	bad/good		

c. Synonyms: bending (green) stooping (yellow) etc.

begged/urged	load/burden	hastily/quickly	afraid/scared
astonish/amaze	disappeared/vanished	attempted/tried	start/begin
desire/wish	kind/goodhearted	snatched/grabbed	shut/close
grateful/thankful	ordinary/common	same/alike	smell/sniff
polish/shine	always/forever	chilly/cool	path/trail
unhappy/sorrowful	friend/companion	tall/high	loud/noisy
pleasure/happiness	difficult/hard	maybe/perhaps	tossed/threw
pleased/delighted	wonder/marvel	sick/ill	screamed/yelled
roamed/wandered	sobbed/cried	talk/speak	

(Even though these are synonyms, student will notice that there is a slight variation in meanings.)

4. Lesson 19 and Unit 5 EVERYDAY READING AND WRITING. Dictionary Skills.

a. Review of alphabet. Give alphabet cards to student and have him arrange in alphabetical order.

b. Give student a paper with following on it:

What letter comes before:				What letter comes after:			
___k	___i	___z	___w	r___	g___	v___	i___
___t	___l	___d	___b	x___	m___	s___	d___
___d	___p	___u	___m	j___	p___	e___	b___
___s	___h	___x	___e	q___	l___	n___	k___
___n	___q	___y	___o	y___	h___	t___	a___
___c	___f	___g	___j	c___	u___	o___	w___
			___v				f___

4. Lesson 19 and Unit 5 (cont'd)

c. Make the following four sets of cards. Note: Each set gets progressively more difficult to alphabetize. The fourth set requires looking at the fourth letter in the word.

1) Set one: baby straw milk fox refrigerator nice dog wagon like girl

2) Set two: name nymph new night number none

3) Set three: thunder the thread that those thwart thick thyroid

4) Set four: cane can candy canned canary canvass cannon can't canyon canister

ADDITIONAL SUGGESTIONS

Suggestions for improving phrasing

1. If insufficient word recognition is a major contributor to the problem of incorrect phrasing, the student's word recognition skills must be improved first.

a. Give practice with very easy material.
b. Make phrase cards - put phrases together to make sentences.
c. Review the meanings of various punctuation marks and discuss how these help a student to phrase properly. Liken them to traffic signs: comma = yield right of way. Periods = stop signs.
d. Reproduce reading passages so that they are divided into phrases.
Fred and Mary were on their way to the movies.
e. Read and dramatize conversation.
f. Use color coding: make each phrase a different color. After reading sentences in color have the students read them in black and white.
g. Use hand tachistoscope with 1) a different phrase and 2) a different sentence on each line.

Suggestions for repetitions

2. If the problem arises because of poor word recognition, work on this first.

a. Provide easy and familiar material.
b. Be sure student reads material silently first.
c. Use card - start at top and cover up material as it is read.
d. Do choral reading.

Suggestions to pupil for inversions or reversals

3. a. Emphasize left to right in everything.
b. Cover words or sentences with hand or card. Read each word or sentence as it is uncovered.
c. Underline the word or sentence, sounding the word as it is underlined or reading the sentence as it is underlined.
d. Draw arrow pointing from left to right under troublesome words.
e. Trace troublesome words or letters made from
1) Sandpaper
2) Textured paper (alphatone or paper toweling, etc.)
f. Pair letters giving difficulty - trace and sound each letter made from 1) and 2) above. pq bd mw etc.
g. Pair words sometimes reversed: saw/was net/ten war/raw trap/part on/no pat/tap etc. Use one word in sentence and have pupil point to it or write it.
h. Use colored letter at beginning of words commonly confused.

Sentence Structure games

4. To give the student an awareness of the components of a sentence, color code the parts of speech. Either dictate sentences or let pupil compose his own. He can see which elements are necessary for a complete sentence.

   Suggestions for color code: (You can buy 3 x 5 cards in the colors at the stationery store)

noun - yellow	prepositions - blue
verb - green	adjectives - red
articles - orange	pronouns - white
	adverbs - gray

Phonic Rummy

5. Provides practice in various phonetic elements; to six players

   a. Deck of cards with phonic elements that you wish to teach. (The set below listed is from Skill Book 4.)
   b. On each card is one phonetic element and four words which use that particular element. One of the four words will be underlined. (The deck may consist of 36, 40, 44, 48, 52 cards.)
   c. Players are dealt eight cards. Rest are placed face down in center of table.
   d. Player asks for a word using a certain phonetic element on which he desires to build. ("I want John to give me 'flew' from the 'ew' group." He would pronounce the vowel sound.) If the person he called upon had that card he would give it to the caller. The caller then continues to call for certain cards. If the person does not have the card, the player takes a card from the center pile and the next player takes his turn. When a player completes a book (all four cards) he lays it down. Players can only lay down "books" when it is their turn to draw. The object is to get the most books before a player empties his hand.

flew	toast	low	park	brown	soon	fawn	point	cook
new	goat	flow	sparks	down	tooth	crawl	soil	shook
chew	load	show	party	frown	stool	lawn	coin	wood
stew	coast	bowl	harm	clown	room	thaw	moist	brook

Word Box

6. Have an alphabetical word box for your student. This will help him learn to alphabetize, and it will also serve as a dictionary until he learns to use one. The words that will be in the box will depend on the needs of your student. Utility words and corrected misspelled words would probably be included. You might like to use a picture on one side and the word on the other. This will make the box self-teaching to some extent.

"Camera"

7. Use flash cards of words that your student has had difficulty in spelling. Tell him that you want his brain to be a "camera." You are going to show him the word, he "takes a picture" of it, and then writes it. After he has written it, he then checks the card to see if he took the right picture. If he has not, do not erase the mistake, but have him "take another picture" and write the entire word correctly. The message to the brain as he writes must be the correct spelling. This is important.

Use of magazine pictures

8. Magazine pictures can find many uses. A few are:

a. Sequence
   1) Show a picture and ask student to tell what came before or what might happen next.
   2) Give student several related pictures and have him arrange the pictures in a logical sequence and tell you the story.
   3) Tell the student a story and have him arrange the pictures in the sequence of the story.

b. Main Idea - Details

   Choose a picture which has several activities but one main idea.
   Have student state what the main idea of the picture is.
   Details may then be noted.

c. Inference

   Have student make inferences from the picture - or tutor may make inferences and have student tell why such an inference could be made.

d. Predicting outcomes

   What might happen because ....is happening in the picture.

e. Student can match phrases or sentences to pictures.

f. Emotional reactions

   Student can tell how the person in the picture migh feel.

g. Relating picture to student's own experiences.

h. Pictures from catalogues - classification.

   Have student classify the pictures: clothing, kitchen utensils, etc.
   There may also be sub-groupings: tools 1) garden 2) construction, etc.

i. Descriptive words - vocabulary development.

One More Game

Skill Book 2 (adapt to any sounds)
Add a vowel and write a word in each box

	b	p	ff
sn	(snub)	(snap) (snip)	(snuff)
cl	(club)	(clip) (clap)	(cliff)
st	(stub) (stab)	(stop) (step)	(staff) (stiff)

	nd	nt	nk
st	(stand)	(stint) (stunt)	(stunk) (stink)
bl	(blend) (blond)	(blunt)	(blank) (blink)
sp	(spend)	(spent)	(spank) (spunk)

(Both may be enlarged for use with student)

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OUTLINE FOR TEACHING RSVP

Step 1 Know something about your student's
1. Present reading level
2. Potential reading level
3. Background
4. Interests

Step 2 Read the Introduction carefully; it capsulizes what RSVP is all about

Step 3 Notice the vowel system on page viii and terms on page ix
1. 7 diacritical marks
2. 18 sounds
3. 42 patterns
4. Organized in "families"
    a. Easier for auditory discrimination
    b. Easier for visual discrimination
5. Includes the schwa sound

Step 4 Administer the Phonics Inventory (pages x and xii)
1. To check the student's ability to write the symbols of the alphabet; testing visual skill through encoding
2. To check the student's ability to relate the sounds of the consonants and vowels to their symbols; testing auditory skill

(If your student demonstrates that (s)he does not know the alphabetic symbols, teach the alphabet before going on -- pages xix and xx)

Step 5 Administer the Vowel Inventory I (pages xv and xvi)
1. To check the student's ability to recognize regular vowel patterns
2. To check the student's ability to use syllabication skills
3. To check the student's ability to use structural analysis

(If your student demonstrates high proficiency on Vowel Inventory I, administer Vowel Inventory II

Step 6 Introduce the concept of syllables (pages 1 and 2)
1. Impossible to teach word analysis without teaching syllables from the very beginning
2. Syllables determine sounds
3. If the student is to read at higher levels, (s)he must understand syllabication

Step 7 Introduce the concept of multiple sounds for each vowel and the need for diacritical marks (page 3)

Step 8 Administer the Vowel A Pretest (pages 4 and 5)

Step 9 Work through the A Family of Vowels

Step 10 Administer the Vowel A Posttest (page 34)
1. Same as pretest
2. Provides the student with a measure of his/her progress

Step 11 Work on Structural Analysis, the Schwa Sound, Sounds of C and G

Step 12 Begin the E Family of Vowels and continue through book

After completing the phonics for reading section of RSVP, follow the steps outlined below:

Step 1 Test the student to determine his/her post-RSVP reading level

Step 2* Locate materials written at this level

Step 3 Keep a record of student's progress in word recognition and comprehension

Step 4 As the student demonstrates proficiency at a given level, move to the next reading level

*Concurrently with Step 2, begin the phonics for spelling section on page 180
1. Review the patterns through the word lists and any words from the reading lesson which fit the pattern
2. Each session should include a spelling lesson and a reading lesson
3. Spelling tests and reading checks should be included in each session

Step 5 Conduct each reading lesson as follows:
1. Discuss the selection to be read
2. Present any vocabulary which may be difficult for your student either because of word meaning or pronunciation
3. Ask your student to read the selection silently and answer comprehension questions which may be part of the text or which may have been prepared by you
4. Check comprehension questions. Determine the percentage score. (Acceptable score -- 75% or higher)
5. Select a passage of 100 words from the selection your student just read and ask him/her to read it orally. As (s)he reads, note the words (s)he mispronounces. Allow

Step 5 (cont)

him/her to correct any mistakes; supply a word only if your student is having difficulty or if the word is irregular.

6. Count the errors. Determine the percentage score (Acceptable score -- 95% or higher)
7. Review the words missed. Review regular spelling patterns in RSVP.
8. Keep a list of words missed for regular review. Have your student classify them according to the vowel patt patterns in the first syllable. Irregualr words should be listed separately and worked with intensely. Use flash cards, tactile techniques and regular review of difficult words.
9. Begin the next reading lesson.

New Uses for Old Plants

1 Have you ever seen something fuzzy growing on old, damp bread? You may have heard this growth called mold. Mold is a fungus. A fungus is a plant that has no flowers or leaves. Unlike other plants, it cannot make its own food.

2 Molds can be harmful. But people have learned how to use them. One kind of mold is used to help make some cheeses taste good. Another mold is used to change sugar into citric acid. Citric acid has a sour taste. Look for the words "citric acid" on food that you buy. It is used in many foods and drinks.

3 Some molds are used to help fight diseases. Have you ever had a shot of penicillin when you were sick? Penicillin is made from a mold. The Chinese used mold from a vegetable to cure skin diseases more than 3,000 years ago. The ancient Indians of Central America used molds to cure wounds.

FIND THE ANSWERS

1. Mold is a
   a. flower.
   b. leaf.
   c. fungus.
   d. root.
2. The word in the story that means *broken or cut places in the body* is _____.
3. The story says: "Molds can be harmful. But people have learned how to use *them*." The word *them* takes us back to the word _____.
4. The story does not say this, but from what we have read, we can tell that
   a. some things can be both useful and harmful.
   b. citric acid makes food taste much too sweet.
   c. the Chinese first found penicillin long ago.
5. How is fungus different from most plants? (Which sentence is exactly like the one in your book?)
   a. A fungus is a plant that has no roots or petals.
   b. A fungus is a plant that has no flowers or leaves.
   c. A fungus is a plant that has no leaves or branches.
6. The main idea of the whole story is that
   a. only the Chinese use molds.
   b. all molds are harmful plants.
   c. some molds are useful to us.
7. The word in paragraph 1, sentence 5, that is the opposite of *like* is _____.
8. Which of the following does the story lead you to believe?
   a. Only in the last few years have molds been put to good use.
   b. There were wise people in ancient China.
   c. Molds are beautiful plants.

the sample should be examined. Pupils should understand in advance exactly how they are to arrive at correct answers, whether they are expected to retain information, to verify from the text, to find the exact word needed, or to conjecture on the basis of information given. Success is necessary. The sample exercise will be found at the end of this discussion.

The skills tested in Book C are typical of those suggested in Bloom's *Taxonomy of Educational Objectives*. Bloom's Taxonomy is a way of ordering thinking from recall, the simplest thought process, to the most abstract order of thinking, synthesis. A taxonomy is a scale, the use of which is a means of establishing where along a hierarchy of thinking one is operating. The point of the test questions is to build a series of test items that incorporate the range of thinking skills as they are reflected in the Taxonomy.

Item 1. Knowledge of specific facts. The answers here must be selected from a group of possibilities. The correct answer selected from multiple alternatives is a directly stated fact in the story. This retention skill would correspond to Bloom's knowledge category, especially to "Knowledge of Specific Facts." The nature of the articles, of course, contributes to the awareness of some key facts about particular cultures, etc.

Item 2. Recognition of meaning of word in context. The student must choose and write the correct response. This skill corresponds to Bloom's "Knowledge of Terminology," especially to the area of "Familiarity with a large number of words in their common range of meaning."

Item 3. Competence with structural skills—finding an antecedent. This item is intended to make pupils aware of correct form and usage. An antecedent is defined as a word, phrase, or clause to which a pronoun refers. It will refer to an earlier occurrence, a person, or place. This skill falls within Bloom's "Knowledge of Conventions."

Item 4. Recognition of implications or inferences. This item requires selecting the correct inference from several choices. The response required comes from a multiple choice of implied details. The skill relates to Bloom's "Extrapolation."

Item 5. Ability to make substantiation from content. This item requires the reader to reread to prove a point. The reader must select the exact statement in the story which will match the test item word for word. This skill is specifically one of attention to the task of reading.

Item 6. Recognition of the meaning of the whole. This item requires the reader to select the answer which best describes the central theme of the story. This skill corresponds to Bloom's "Meaning of the Whole—Interpretation."

Item 7. Understanding of the meaning of words in context. This second vocabulary item stresses recognition of antonyms. The skill falls within Bloom's "Knowledge of Terminology." It is generally believed that if a person can give the opposite of a word there is understanding of the total concept on the continuum. This is frequently tested for in IQ and language development tests. This type of item is also helpful in developing reference skills.

Item 8. Recognition of implications or inferences. This item requires selecting the correct inference from several choices. The response required comes from a multiple choice of implied details. The skill relates to Bloom's "Extrapolation."

Method

Each story has been written to the specifications for a controlled vocabulary and readability level. The readability level of this book was determined through application of the Spache Readability Formula. See the manual for statistical information.

Words not in the controlled vocabulary list were limited to words according to standard lists of words suitable for pupils slightly older than their reading level would imply. In some cases, the content required the use of a highly specialized word. Such words are carefully defined by context clues in the story itself and are listed in the index.

Field Testing

In the testing population, a wide range of background and abilities of pupils were represented. See the manual for details. The results of extensive field testing were used to revise the materials until an
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SETTING SHORT-TERM GOALS

During your second session with your student, spend some time discussing what (s)he would like to read and write. Set some short-term goals, and allow some time during each meeting to work on such everyday reading and writing tasks.

First, just ask--

1. Why did you decide to take these lessons?_____

_____

_____

2. What three things would you like to be able to read?_____

_____

_____

_____

3. What three things would you like to be able to write?_____

_____

_____

_____

Then (especially if your student said that (s)he "just wants to learn to read and write - everything."), get more specific about what skills (s)he'd like to work on now. The following list should help give both of you some ideas.

___ Printing/writing the alphabet
___ Writing name,address, phone number
___ Writing signature
___ Counting money
___ Reading rest room signs
___ Reading "hot" and "cold"
___ Telling time
___ Learning days of the week and months of the year

___ Reading about:US history
___ -US citizenship
___ -how to vote
___ -buying a house
___ -buying a car
___ -gardening
___ -canning

___ Reading about:how to get a job
___ -how to get along with people
___ -legal rights/laws/government
___ -community services
___ -family living/rearing children
___ -family planning
___ -nutrition
___ -social security
___ -medicare/medicaid
___ -famous people

___ -music
___ -art
___ -schools and colleges
___ -how to study/take tests
___ -farming
___ -hunting

MORE ON THE NEXT PAGE!!

___ Reading:a menu
___ -a map
___ -a newspaper
___ -bus or train schedules
___ -warning labels
___ -directions on medicine bottles
___ -the fine print in ads for free books, records, etc.
___ -religious verses
___ -church bulletins
___ -poetry
___ -plays
___ -a bank statement
___ -the TV Guide or movie listings
___ -food ads for their favorite s store
___ -sports listings in the paper
___ -popular magazines
___ -bills (medical, water, electric, telephone, credit)

___ Writing:a check
___ -personal or business letters
___ Learning:job-related vocabulary
___ -how to find the appropriate insurance (automabile, house, medical, life)
___ -short stories to read to children children
___ Using:the dictionary
___ -the library
___ -classified ads, real estate, and sales sections of paper
___ -the telephone book (white, yellow and blue pages)
___ Understanding:car maintenance
___ -directions for preparing food from packages
___ -health and safety
___ -directions on cleaning and other products

___ Filling out applications for jobs, loans, club memberships, credit cards
___ Getting a driver's license
___ Following a recipe
___ Following a printed pattern (sewing)
___ Completing State and Federal Income Tax forms
___ Developing sight vocabulary for "No-Frills" brands
___ Understanding traffic and other important signs

"Duet" Reading
(also called the Neurological Impress Method)

PURPOSE: To help your student read faster, with more confidence, and to begin to discover that reading is fun.

TO BE USED WITH: Students who have <u>some</u> reading ability but who are reading hesitantly, word for word, or with no expression.

IT WORKS! A California study showed an average gain of 2.2 grade levels among students with severe reading handicaps who had received 7½ hours of instruction in this method over a 6-week period. The method has also been used with students who have a stuttering problem.

<u>Description of Method</u>

CHOOSE SOMETHING THAT'S A LITTLE "TOO HARD" FOR THE STUDENT Help the student select something to read that is about 2 grade levels above the student's reading ability. The material should be on a topic of interest to the student. The material may be a book, newspaper article, pamphlets, brochures, or a magazine article.

BEGIN READING TOGETHER: The tutor and student begin to read the book aloud <u>together</u>. The tutor reads at a normal speed, trying to use expression and following punctuation. The student reads along, trying to keep up with the tutor.

USE YOUR FINGER: The tutor <u>must</u> move his/her finger beneath the lines being read. This helps the student keep up, and acquire practice in reading from left to right, and in bringing his eye back to the beginning of each new line without losing his place.

KEEP GOING: The tutor should continue to read at a normal rate even if the student hesitates over a word or falls slightly behind. After a few sessions using this method, it will become easier for the student to keep up. It will be a challenge, and (s)he will begin to look ahead at coming words to keep from falling behind.
<u>If the student stops completely</u>, the tutor should also stop, give both a chance to rest, offer the student encouragement and begin again. Try spending <u>ten minutes</u> at the end of <u>each</u> tutoring session using this method.

NO QUESTIONS:

Do not stop to explain the meaning of a word unless the student requests it. Do not ask any questions to see if the student understood the story. The material is to be used ONLY as an oral reading exercise.

IS THE MATERIAL TOO HARD OR TOO EASY?

If the student keeps up with little effort, the tutor should use more difficult material, so that it will be a challenge. If the student has a great deal of difficulty in keeping up, recognizes few words, and is becoming very frustrated, the tutor should use easier material.

PLEASE KEEP IN MIND:

Do not ask the student to read aloud from the material by himself. Since it is above his/her reading level, it may be a frustrating experience.

Occasionally the tutor may wish to spend a few minutes reading aloud to the student. This should be from a book of interest to the student; it can be several levels above his/her reading level.

Many adult new readers were never read to as children, so this can be a valuable experience in helping them in several ways. It can motivate them to practice reading on their own. It can give the tutor an opportunity to share some of his or her own "childhood favorites" with the student. It can introduce stories that parents can orally tell their children.

Evr sins thu Soeveeyit invaezhn uv Afganistan cawt them bie supriez, owr intelijns srvisiz hav taekn u pesimistik vue uv thu Kremln'z intenshnz in enee sichooaeshn. Fue anilists wunt too bee awn rekrd az having undrestimaetid Soeveeyit igresivnis.

Thu krnt Poelish kriesis, foer egzampl, haz bin thu subjikt uv feevrish studee and intrpritaeshn bie eksprts at thu Difens Intelijns Aejnsee, thu Sentrl Intelijns Aejnsee and Staet Dipartmnt. U seereez uv speshl "ilrt memrandmz" haz bin sent too thu Prezidnt oevr thu past sevrl munths.

Thee isesmnt uv Soeveeyit intenshnz iz jenrlee grim. The militaeree anilists hav wornd that thu Rushnz miet moov too okuepie Poelnd az rlee az thu frst uv this week. U top seekrit See-Ie-Ae estimit sed Dee-Dae cuud bee this cuming Friedae, not beefoer.

But wut haz bin larjlee ignord in thu spaet uv gloomee preedikshnz uv u Rushn militaeree moov ar thu ekinomik and pilitikl faktrz thee oeld men in thu Kremln must kinsidr beefoer thae maek an eeritreevibl disizhn too uez fors igenst thu rikalsitrnt Poelz.

Thee ekinomik konsikwensiz partikyilrlee hav bin givn short shrift, yet thae ar importnt too thu Soeveeyit blok. Eest Jrminee, foer egzampl, iz hevilee dipendnt awn koel sipliez frum Poelnd. Eereguelr dilivrees in thu reesnt munths uv strieks and disrupshnz hav cawzd a foer prsent drop in pridukshn in sum baesik Eest Jrmn indistrees.

Frthrmor, ikording too See-Ie-Ae estimits, u Soeveeyit okuepaeshn uv Poelnd wuud cawst thu Kremln 10 bilyin dolrz u yeer -- u sum thu Soeveeyit ikonimee cuud not ibzorb withowt seereeis disrupshn.

Pilitiklee, thu gardid optimists in owr intelijns aejnseez poynt owt, Soeveeyit baws Leeyinid Brezhnef iz rigardid az u"kinsensis gie." Hee wuud bee riluktnt too prsoo u militaeree silooshn too thu Poelish problm withowt siport frum uthr Eestrn Ueripeein satliets. "Brezhnef duzn't wunt too bee iloen," wun anilist sed.

Thaer iz awlsoe, uv cors, u puerlee militaeree kinsidraeshn that mae giv thu Rushnz pawz. Thu Poelz hav thu best arm[illegible] imung thu satliet naeshnz, and thu rank-and-fiel mae rizist. Thoe thaer awfisrz ha[illegible]in pritee thrilee Soeveeyitiezd bie prjiz and indoktrnaeshn, Poelish jenrlz hav worn[illegible]eveeyit koleegz that thu loer ranks wil not submit peesfilee too u Rushn invaezhn.

With sum rileef, Staet Dipartmnt intelijns eksprts hav noetid prievitlee that Brezhnef's hielee publisiezd meeting in Prog inkloodz moestlee loe-levl Politbueroe funkshnaereez. Oenlee thu Chek hoests sent top ifishlz, leeding sum anilists too beeleev that nuthing substintiv wil rizult frum thu meeting.

Balinst igenst awl theez faktrz, howevr, iz thu kinsrn that mae proov disiesiv too thu Kremln: Too ilow thu Poelz thu kiend uv prsnl freedmz and indipendns frum Soeveeyit ithawritee that thae seem ditrmnd too icheev wuud bee simplee too thretning too thee entier Soeveeyit sistm. If thu Poelz kan get iwae with it, wie not thu Roemaeneeinz, Cheks, Hungaereeinz, and Eest Jrmnz? Wie not eevn thu Rushnz?

Self-prezrvaeshn mae oevried awl uthr kinsidraeshnz az thu Kremln'z hawks and duvz argue wut too doo ibowt Poelnd. Frum thaer poynt uv vue, Poelnd mae bee u kansr that reekwierz drastik srjree if it iz not too spred throoowt thu komuenist empier.

frum "...Too Kut u Komuenist Kansr"
bie Jak Andrsn
(Thu Buulitn, 4/8/81)

LITERACY VOLUNTEERS OF AMERICA, INC.

MOTIVATION AND RESOURCE MATERIAL AND SUGGESTED ACTIVITIES

Sources for reading materials other than books...

Magazines: Sports, special interest, hobbies, popular songs, TV
Newspapers: Classified ads, supermarket ads, radio and TV listings, comics, headlines, political cartoons, editorials, letters to the editor, weather reports
Catalogs: Retail stores, discount houses, garden supplies, automobile supplies, etc.
Telephone directories: for dictionary skills

AND...whatever turns your student on...

Maps, travel folders, menus, letters, postcards, recipes, application blanks, greeting cards, crossword puzzles, signs, instructions for constructing something, canned goods, song sheets

To trigger experience stories...

Retold news events, TV plots, movies
Pictures: dramatic, human interest, scenic

Games...

Keep in mind: Games should --
--have a reading reinforcement as their purpose
--be fun and challenging but not beyond your student's ability
--not be childish or insulting to your student's intelligence
--be played fairly. Do not allow your student to win if (s)he doesn't deserve it. (S)he respects fair play.

Commercial games: Scrabble, Junior Scrabble, Spill n' Spell, Perquackey

Games you can make:
(When the game you have made has filled its purpose, it would be useful to other tutors if you left it on the motivation shelf in your local library.)

Trail Games: You might use trail games, letting the student set the destination. The correct reading of a word card allows him/her one move. The "trail" might include names of cities, but, even more important, include road signs such as STOP, DETOUR, SPEED 55, THRUWAY, etc.

Word Bingo: On letter sized sheets of paper or cardboard, draw appropriate lines and write in manuscript the words your student is studying, making each sheet different by mixing the arrangement of the words. Write the same words on sets of cards, from which you will draw. Make a supply of small blank cards. Play by drawing a word card, reading it, and you and your student cover the word on your respective sheets with the blank cards. Or - have your student draw and read the card. The first one to cover five words in a row wins the game. (Don't forget the FREE middle square.)

Concentration:The game of concentration can be used with word cards. Make a set of duplicate word cards so that each word is representedd twice. Spread the cards out, face down on a table. Have your student turn over a card and pronounce it. Then turn over a second card. If this matches the first, the student may keeep both cards, and take another card. If not, both cards are again turned face down, and the tutor takes his/her turn trying to turn up a matching pair. When all the cards have been picked up, the player with the most cards is the winner.

Progress game: The progress games like Parcheesi can use numbered word cards instead of dice as a means of earning the right to proceed on a game board. You assign the value of each card, using your own opinion of the difficulty of the word for your student.

Word Families...

Reinforcement for teaching pattern words or long vowel sounds may be done in this fashion. Make a chart with space for all long "a" families, for example. Make a card for each word using long "a" (See "Word Pattern" sheets in tutor packets.) Have the student put word cards in correct families on the chart. Then have him/her read all the word cards in each family.

Crossword puzzles...

There are simple crossword puzzles in books (and in "News for You"), but you can make your own, incorporating those words your student is having difficulty learning.

Writing materials...

Vary these: pen and pencil, felt-tipped pen, magic slate, chalkboard and chalk, and (if available) typewriter.

Trips with student...

When taking field trips with students, put emphasis, when appropriate, on procedures, forms to be filled out for various organizations, and the like. Some places to visit:

library, clinic, museum, supermarket, zoo, fair, church, fishing, ball game, social security office, PTA function, license bureau

Incentive plans and progress charts...

Incentive plans: Offer a prize or bonus to the student for completing an assigned learning chore. Keep prizes simple but with value to your student: inexpensive jewelry, book, wallet, recipe folder, tickets to a game, fast food chain coupons, record, etc.

Work out a credit system with points for:

sight words learned
phonics-name, key word, sound of letter
lessons completed in a workbook
pattern words
books read
homework done

Incentive plans and progress charts (cont.)

Progress charts: These charts should accomplish three things: 1) Show progress, 2) Give rewards (satisfaction and material), 3) Show student goals. They should be easily understood by the student.

Bar progress charts--such as a "thermometer" chart, using any unit of progress

Book progress chart--would show books read by adding another book to chart

Building chart--any building can be put on the chart that has associations for your student: a factory, a hotel, a church, etc. Label windows for goals reached, or bricks in the foundation, etc.

Tape recorder...

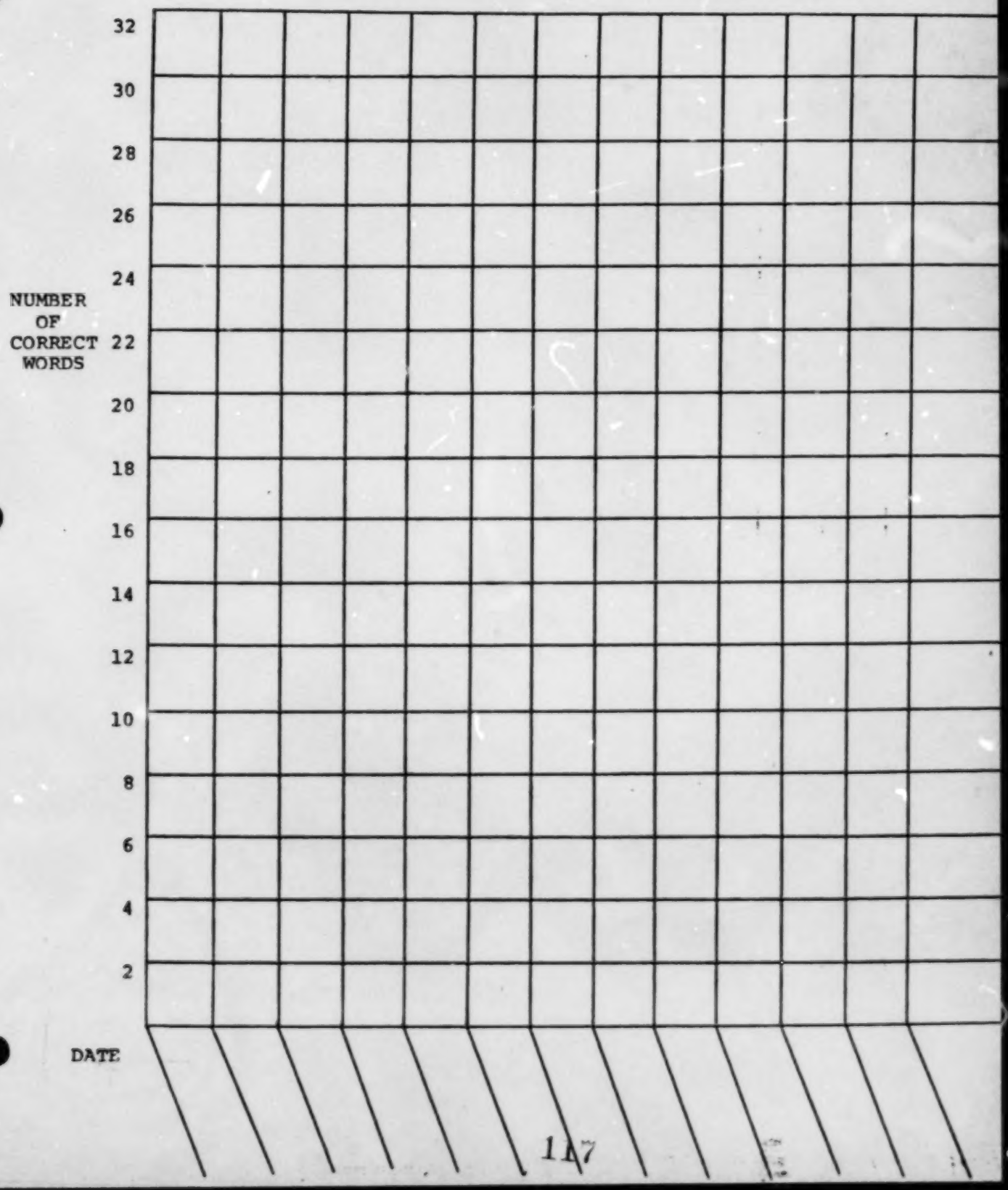
Show your student how to use the tape recorder. Record date and student's name on each tape.

Ways to use the recorder:

1. Allow the student to hear his /her own mistakes in reading.
2. Recordings taken at intervals provide the student with evidence of progress.
3. Tape a hit record or a hymn, using lyrics to provide new words for learning.
4. Record a selection of interest to your student. Provide him with a copy of the selection. Ask him to read, turning on the recorder as he completes a sentence to check his/her accuracy. Have him/her read along with the tape to encourage fluency.
5. Tape an entire lesson and later when listening to it, check to see if you, the tutor, do too much talking, talk down to your student, go ahead too fast, give him/her too little time to answer questions, etc.

NAME _____ DATE _____

DICTATION CHART



NAME _____ BOOK _____

Comprehension Questions

Date	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

For Basic Workshops
Marti Lane - LCW

SOME DO'S AND DON'TS

FOR

VOLUNTEER READING AIDES

1. Always (ALWAYS!) be there -- and on time! If your absence is unavoidable, let your student know as early as possible and express your regret. But be as dependable as you expect your student to be.

2. If your student doesn't show up, let him know as soon as possible that you missed him. Do this positively and with genuine concern.

3. If possible, meet with your student at least twice a week, 1 1/2 hours at a time. If sessions are longer, breaks are necessary. (This is the recommended time for adults. Children must have much shorter sessions.)

4. Keep in touch with your student's school teacher (if your student is still in school) to know areas of school work which need emphasis.

5. Always work to meet the student's immediate needs. Why does he need to read and write? What basic words must he need on his job? Teach such vocabulary several words at a time and review them systematically. Begin with the most basic and most concrete vocabulary words.

6. Never say "no". On the other hand, be sure to correct your student whenever he makes a mistake. Your encouragement must be continuous. Make "good" your most frequently used word.

7. Never say, "Do you understand?" (He will almost always say "yes" to please you, whether he really understands or not.) Instead, make your student prove he understands by asking appropriate questions.

8. From time to time, you will make a mistake. Immediately say so and correct yourself. To avoid mistakes, think very carefully about what you will say and how you will pronounce it before you begin--and study the lesson ahead of time.

9. Keep a notebook of the words, sounds, sentence structures, etc. which trouble your student, so that you will remember to review them on a regular basis. Also keep a record of what you did each lesson, what book your student is in, and what homework assignment you give.

10. If your student seems bored, change your activity. If he is very tired, perhaps let him do some light supplementary reading or something else he would enjoy. Sometimes do something very different: for example, go for a walk and ask him to read the signs he has learned previously.

11. Allow your student to work as quickly and independently as he is able. However, be sure he learns each lesson thoroughly before going on to the next. (It is not necessary that your student complete one lesson each session.) Repeat only the things your student does not know. He will become bored otherwise. Regardless of how fast or slow your student is, be sure he learns something new during each session.

12. Always go from the known to the unknown, from the simple to the more complex.

13. Be willing to listen. Listen for the deeper things your friend might be ready to share with you.

14. Treat personal matters confidentially. Discuss special problems with the proper persons - fellow tutors, coordinators, school personnal, etc.

15. You are not trying to "win" your friend away from his church or religion. But don't be afraid to discuss religion-related matters of concern or interest to him. You might refer him to his pastor on certain points but, rightly done, discussions in depth could be a major influence in your student's future life. Always be prepared to explain what your faith means to you -- and what connection there is between what you believe and why you are tutoring.

16. Play it by ear the rest of the way! Do not be afraid to experiment! Use your own imagination and judgment.

17. The single most important general guideline is this: enjoy yourself! That is the best way to be sure your student will enjoy himself. Think of your teaching as friend-to-friend rather than as tutor-to-student.

#_____

CFL TUTOR TRAINING WORKSHOP

POST-TEST

	YES	NO
1. 90% of American adults are literate.	_____	_____
2. In Philadelphia the adult illiteracy rate is about 40%.	_____	_____
3. The functionally illiterate adult learns best in a class setting.	_____	_____
4. The Center for Literacy (CFL) is an affiliate of the national organization Literacy Volunteers of America.	_____	_____
5. The Phonics Method is the only correct way to teach reading.	_____	_____
6. CFL's "typical" student is a 29 year old black adult, unmarried and un(der)employed.	_____	_____
7. CFL tutors are considered staff in a state adult basic education program.	_____	_____

8. An advantage of the Language Experience Approach is that A) it is an excellent drill in Standard English; (B) it bolsters the student's confidence by using his own words; (C) it uses a controlled vocabulary. _____

9. A disadvantage of the Language Experience Approach is that (A) it may distract the student from the more important parts of the lesson; (B) it allows for very little individual creativity; (C) it gives the tutor little in the way of preparation materials or guidelines to fall back on. _____

10. Read the following list of student goals. Indicate whether each goal is "short-term" or "long-term" with an S or an L.

_____ reading the Bible
_____ writing name, address, and telephone number
_____ reading a story about Martin Luther King, Jr.
_____ obtaining a high school diploma
_____ following a recipe
_____ helping children with homework
_____ writing a personal check
_____ getting a driver's license

11. "Duet" reading is (A) a technique in which tutor and student sing a new song together to develop a sense of the rhythm and rhyme of the language; (B) a technique in which tutor and student simultaneously read aloud from an article or story two or three grades above the student's level; (C) a technique in which the tutor reads a sentence to the student, who then reads the sentence back to the tutor. ____

12. Why do we teach manuscript writing to adults? ____

A. It's easier to learn than cursive
B. It's the form most reading material is presented in.
C. Most signs are printed in manuscript.
D. It is of practical use for everyday use such as filling in forms.
E. All of the above.

13. Rank order each of these facets of teaching writing from 1 to 5 with 1 denoting what your student would learn first and 5 what he would probably use last:

Sentences ____
Journal Entries ____
Alphabet Letters ____
Paragraphs ____
Single Words ____

14. Which of these technique(s) would you use to teach each of the words A - E listed below.

A. Sight Word Drill
B. Word Pattern Drill
C. Key Word for Initial Consonant Sound
D. Base Word + suffix pattern
E. Vocabulary Drill from Language Experience Story
F. Syllabication Drill

(1) children _____

(2) the _____

(3) Philadelphia _____

(4) late _____

(5) singing _____

15. One-hundred words make up about 50% of the words in running print in the English Language.

Yes_____

No_____

16. For each definition circle the correct term:

A. A method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups, and especially syllables.

1. phonology 2. phonetics 3. phonics 4. phonemics

B. The study and systematic classification of the sounds made in spoken language, dealing with both the acoustic properties of the speech signal and the physics and physiology of the vocal tract.

1. phonology 2. phonetics 3. phonics 4. phonemics

17. Circle the Voiced-Voiceless pair of homorganic stops:

1. /t/ - /z/
2. /p/ - /p/
3. /b/ - /p/
4. /p/ - /g/

18. Circle the Voiced-Voiceless pair of homorganic spirants:

1. /v/ - /f/
2. /s/ - /k/
3. /p/ - /b/
4. /h/ - /l/

19. Circle the pair of words whose initial consonant sounds are respectively voiceless and voiced homorganic stops:

1. sap - lap
2. cash - garbage
3. dot - dog
4. whip - whistle

Thank you very much!

DATE_____ WORKSHOP PRESENTERS_____

_____

CENTER FOR LITERACY WORKSHOP EVALUATION

The following questions relate to how you feel about the workshop. We use this information to help us in evaluating the training team and in planning for future workshops. Please answer each question. THANK YOU VERY MUCH!

A. How well do you feel the following segments were presented? (Place an X along the line about where you judge each presentation.)

	Very well	OK	Fair	Poor
1. Pre and Post Tests				
2. How It Feels to be A Non-Reader				
3. Diagnosis and Placement of Students				
4. Language Experience Approach				
5. Sight Words/Vocabulary				
6. Phonics				
7. Word Patterns				
8. Writing				
9. Working with Print (texts, duet reading, etc.)				
10. Comprehension				
11. Evaluation of Student Progress				
12. Lesson Planning				
13. Characteristics of the Adult Student				

B. How well prepared to tutor do you feel _____

C. List 3 things about the workshop that you personally found very <u>helpful</u>:

1.
2.
3.

D. List anything about the workshop that you personally found <u>not</u> helpful:

APPENDIX E

Including the following items:

1.) Summary of April workshop evaluations

2.) Summary of May workshop evaluations

3.) Summary of June workshop evaluations

4.) Summary of Pre- and Post-tests given at June workshop

LVA Workshop 1
Date April 1981
City Philadelphia

Summary of
Workshop Evaluation

(35 present; 26 returned evaluations)

Some of the following questions relate to how you feel about the workshop; others quiz you about materials covered. We use this information to help us in evaluating the training team and in planning for future workshops. Please answer each question. Do not sign your name to this evaluation. THANK YOU VERY MUCH!

	Very Well	OK	Not Well
A. How well do you feel the following presentations were made (check answer);			
1. Local Need/How It Feels to be a Non-Reader	24		1
2. Phonics	17	8	
3. Word Patterns	16	9	
4. Sight Words	24	2	
5. Language Experience Approach (LEA)	25	1	
6. Characteristics of the Adult Non-Reader	22	3	
7. Evaluation of Student's Progress	9	10	2
8. Working from Print (materials, duet reading etc.)	18	8	
9. Lesson Planning	15	9	2
B. How well prepared to tutor do you feel?	9	17	

C. Give 2 advantages of using the Language Experience Approach (LEA)

1. getting to know student-9
   high student interest-8
2. motivation-7
   puts student at ease-5
   can involve other techniques-4
   see what student knows already-4
   uses student's own words on paper-3
   immediate student involvement-1
   individualized-1
   /"someone is interested"-1

D. Give 2 disadvantages of LEA.

1. student may have trouble getting started/"put on the spot"-9
   own language may embarrass student-4
2. may have trouble finding sight words-2
   time-consuming-2
   hard to use with ESL-1
   little help if student knows no words(?)-1
   tutor must be well-organized-2
   could get boring if used too often(?)-1

E. How would you teach the letter "s"?

key word technique from the book Tutor (LVA publication)-21
at the beginning of a word-1

F. What technique(s) would you use to teach each of the following words:

1. the

sight word-24
initial consonant sound (th)-2
word pattern(?)-1

2. late

word pattern-21
sight word-4
initial consonant sound-2
phonics(long A-consonant-silent E)-1
experience story(?)-1

3. singing

suffixes-19
word patterns-8
sight word-2
phonics-2
relate word to action(?)-2
syllables-1
word analysis-1

4. Philadelphia

syllables-16
sight word-12
initial digraph(ph)-4
word patterns(for syllables)-1
audio-visual association(?)-1

G. Give 2 examples of each of the following:

1. a short-term goal

See next page

2. a long-term goal

See next page

3. a voiced-unvoiced consonant pair

/b/-/p/ -4
/d/-/t/ -4
/th/-/th/ -2

plus 14 strange incorrect answers

Attachment to previous page.

G.1. a short-term goal

fill out job applications-6
read street signs-8
read menus-4
recognize some sight words-3
read recipes-2
recognize letters-2
write signature-1
read train schedule-1
read labels-1
get a better job(?)-1
write a letter-1
read a particular book-1
learn letter sounds-1
read ads-1
write spouse's name-1
use the dictionary-1
complete license form-1
read children's letters-1
read driver's manual(?)-1

2. a long-term goal

get G.E.D.-6
get a better job-6
read and write comfortably-2
read job manual-2
read newspaper-2
get driver's license-2
writing letters-2
read novels-2
ABE class-1
avoid embarrassment-1
independence-1
job applications-1
read the Bible-1
become a tutor-1
speed-reading-1
recognize all letters-1
build up sight word vocabulary-1

G. List 3 things about the workshop that you personally found very helpful:

1. understanding adult non-readers-12
   trainers-8
2. overview of available materials-5
3. participation/practice-5
   language experience-5
   diverse techniques-4
   lesson plan-4
   Tutor book-2
   sight words-2
   duet reading-1
   phonics-1
   Cyrillic alphabet exercises-1
   tapes of student intervies-3
   creativity-1
   motivating student to write-1
   letting student do the work-1

H. List anything about the workshop that you personally found not helpful.

1. practicing individual letters-1
2. learning about initial student tests-1
3. being shown materials and being told they're not useful-1
4. not enough time
5. confined and stuffy room-1

I. Please write briefly below any other comments, ideas or suggestions you have regarding this workshop.

more stress on phonics-1
give a model lesson plan-1
more information on psychological effects of learning-1
hearing Marti admit to her own weak points gave me confidence- a tutor doesn't need to be perfect-1
new tutors may have trouble putting it all together-1

Date May 1981 Workshop Presenters: Becky Eno, Jack Cole, Marlyn DeWitt

(18 present, 15 returned evaluations)

Summary of
Workshop Evaluations
The Center for Literacy, Inc.

Some of the following questions relate to how you feel about the workshop; others quiz you about materials covered. We use this information to help us in evaluating the training team and in planning for future workshops. Please answer each question. Do not sign your name to this evaluation. THANK YOU VERY MUCH!

A. How well do you feel the following presentations were made (check answer);	Very Well	OK	Not Well
1. Local Need/How It Feels to be a Non-Reader	14	1	
2. Phonics	10	5	
3. Word Patterns	11	3	
4. Sight Words	13	1	
5. Language Experience Approach (LEA)	10	4	
6. Characteristics of the Adult Non-Reader	12	3	
7. Evaluation of Student's Progress	8	7	
8. Working from Print (materials, duet reading etc.)	13	2	
9. Lesson Planning	11	3	
B. How well prepared to tutor do you feel?	8	7	

C. Give 2 advantages of using the Language Experience Approach (LEA)

1. student's own words/vocabulary-8
   student involvement-4
2. student interest-3
   opportunity to know student-3
   "talking on paper"-2
   possible immediate use-1
   putting student at ease-1
   getting to know student's reading level-1

D. Give 2 disadvantages of LEA.

1. not structured/easy to leave things out-3
   might be too difficult-2
2. student may be embarrassed by own language-2
   student may be hesitant to start talking-1
   student may not want to stop talking-1
   student may feel tutor is delving into personal life-1
   non-repetitive-1
   student may become bored(?)-1
   student may memorize story(?)-1

E. Give 2 ways in which dialects differ.

accent/pronunciation-11
colloquialisms-3
personal background-4
location-2
dropping endings-1
Mary, merry, marry-1
you all, y'all-1

F. What technique(s) would you use to teach each of the following words:

1. the

sight word-11
phonics(?)-4
newspaper(?)-1

2. late

word patterns-12
sight word-5
phonics-1

3. singing

word patterns-10
suffixes-8
sight word-1
duet reading(?)-1
phonics-2

4. Philadelphia

syllables-6
sight word-5
phonics(ph)-4
word patterns(by syllables)-2

G. Give 2 examples of each of the following:

1. a short-term goal

See bottom of next page

2. a long-term goal

See bottom of next page

3. a voiced-unvoiced consonant pair

/b/-/p/-2
/g/-/k/-1

plus seven strange incorrect answers

4. a minimal pair

map, mop-1
mat, map-1
pill, mill-1
pal, gal-1
sure, cure-1
Jill,Will-1
sat, sap-1
pat, mat-1
pan, can-1
hat, bat-1
[illegible]at, bat-1
[illegible]ape, cape(?)-1
dove, dove(?)-1

G. List 3 things about the workshop that you personally found very helpful:

1. trainers-6
   how the adult non-reader feels-5
2. overview of available material-3
3. realistic approach-3
   participation/practice-3
   review of phonics-3
   Skill Books-3
   dialect differences/sensitivity-2
   sight words-2
   language experience-2
   short-term goals-1
   size of workshop-1
   trainers' tutoring experience-1
   facts about illiteracy-1
   workshop site-1
   breaks-1

H. List anything about the workshop that you personally found not helpful.

1. long hours-3
2. not enough books-1
   section on phonetics-1
3. filling out attendance cards-1
4. too short
   too much concentrated in each session-1
5. too elementary; felt I was being talked down to-1
   Jack talked too slowly
   What was the purpose of the Cyrillic alphabet?

I. Please write briefly below any other comments, ideas or suggestions you have regarding this workshop.

I still have trouble with vowels and consonants

G.1. short-term goals

some sight words-6
read and write name and address-5
learn letter sounds-3
read street signs-1
read a short story-1
learn to use dictionary-1
signature-1
write a check-1
establish student's interests-1
talk about something(?)-1

2. long-term goals

reading and writing comfortably-4
writing letters-4
read job manual-2
driver's exam-2
read a book-2
filling out job applications-1
writing cursively-1
helping kids with homework-1
expanding functional word list-1
writing a story-1
mastering Fry's list-1
G.E.D.-1
reading for enjoyment-1

DATE June 1981 WORKSHOP PRESENTERS Becky Eno, Jack Cole

(19 present; 15 returned evaluations) Marlyn DeWitt

SUMMARY OF
CENTER FOR LITERACY WORKSHOP EVALUATIONS

The following questions relate to how you feel about the workshop. We use this information to help us in evaluating the training team and in planning for future workshops. Please answer each question. THANK YOU VERY MUCH!

A. How well do you feel the following segments were presented? (Place an X along the line about where you judge each presentation.)

	Very well	OK	Fair	Poor
1. Pre and Post Tests	4	8		
2. How It Feels to be A Non-Reader	12	1		
3. Diagnosis and Placement of Students	2	6	3	
4. Language Experience Approach	10	2	1	
5. Sight Words/Vocabulary	11		2	
6. Phonics	7	6		
7. Word Patterns	7	4	2	
8. Writing	4	6	3	
9. Working with Print (texts, duet reading, etc.)	7	6		
10. Comprehension	3	8		
11. Evaluation of Student Progress	3	8	1	
12. Lesson Planning	6	7		
13. Characteristics of the Adult Student	11	3		

B. How well prepared to tutor do you feel: 4 | 4 | 3 (+ 1 "somewhat inadequate")

C. List 3 things about the workshop that you personally found very helpful:

lesson planning-1 Skill Book drills-1 listing characteristics-1
1. Awareness/sensitivity exercises - 6 seeing that others are interested-1
2. Availability of material - 4 appreciation of own reading skills-1
3. Cyrillic alphabet-2 discussion-1 homework-1 pretest-1 groups-1
friendliness/commitment of trainers-1 encourages creative thinking-1
ability to motivate-1

D. List anything about the workshop that you personally found not helpful: section on stops and spirants-1
word patterns-1 confused about what materials to use-1
too fast, especially phonics-1 being shown materials before knowing what they
length of Saturday's session-1 meant(?)-1

(19 present; 14 Pre- and 15 Post-tests returned) June 1981 workshop

CFL TUTOR TRAINING WORKSHOP

SUMMARY OF PRE- and POST-TESTS

Given: correct answer/correct on Pre/on Post

	YES	NO
1. 90% of American adults are literate.	_____	X/12/14
2. In Philadelphia the adult illiteracy rate is about 40%.	X/8/12	_____
3. The functionally illiterate adult learns best in a class setting.	_____	X/10/13
4. The Center for Literacy (CFL) is an affiliate of the national organization Literacy Volunteers of America.	_____	X/2/5
5. The Phonics Method is the only correct way to teach reading.	_____	X/12/13
6. CFL's "typical" student is a 29 year old black adult, unmarried and un(der)employed.	X/3/9	_____
7. CFL tutors are considered staff in a state adult basic education program.	X/10/9	_____

8. An advantage of the Language Experience Approach is that A) it is an excellent drill in Standard English; (B) it bolsters the student's confidence by using his own words; (C) it uses a controlled vocabulary. B/7/10

9. A disadvantage of the Language Experience Approach is that (A) it may distract the student from the more important parts of the lesson; (B) it allows for very little individual creativity; (C) it gives the tutor little in the way of preparation materials or guidelines to fall back on. C/5/11

10. Read the following list of student goals. Indicate whether each goal is "short-term" or "long-term" with an S or an L.

L/12/14 reading the Bible
S/11/14 writing name, address, and telephone number
S/6/4 reading a story about Martin Luther King, Jr.
L/13/14 obtaining a high school diploma
S/11/13 following a recipe
L/11/7 helping children with homework
S/13/13 writing a personal check
L/6/13 getting a driver's license

11. "Duet" reading is (A) a technique in which tutor and student sing a new song together to develop a sense of the rhythm and rhyme of the language; (B) a technique in which tutor and student simultaneously read aloud from an article or story two or three grades above the student's level; (C) a technique in which the tutor reads a sentence to the student, who then reads the sentence back to the tutor. B/5/12

12. Why do we teach manuscript writing to adults? E/10/8

A. It's easier to learn than cursive
B. It's the form most reading material is presented in.
C. Most signs are printed in manuscript.
D. It is of practical use for everyday use such as filling in forms.
E. All of the above.

13. Rank order each of these facets of teaching writing from 1 to 5 with 1 denoting what your student would learn first and 5 what he would probably use last:

Sentences	3/8/11
Journal Entries	5
Alphabet Letters	1
Paragraphs	4
Single Words	2

14. Which of these technique(s) would you use to teach each of the words A - E listed below.

A. Sight Word Drill
B. Word Pattern Drill
C. Key Word for Initial Consonant Sound
D. Base Word + suffix pattern
E. Vocabulary Drill from Language Experience Story
F. Syllabication Drill

(1) children A,C,E/4/9 (had at least one technique)

(2) the A/5/11

(3) Philadelphia A,E,F/7/14

(4) late B,C/4/9

(5) singing B,D/4/12

15. One-hundred words make up about 50% of the words in running print in the English Language.

Yes X/8/11

No

16. For each definition circle the correct term:

A. A method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups, and especially syllables.

1. phonology 2. phonetics 3. phonics (7/10) 4. phonemics

B. The study and systematic classification of the sounds made in spoken language, dealing with both the acoustic properties of the speech signal and the physics and physiology of the vocal tract.

1. phonology 2. phonetics (3/7) 3. phonics 4. phonemics

17. Circle the Voiced-Voiceless pair of homorganic stops:

1. /t/ - /z/ 3. /b/ - /p/ (3/10)

2. /p/ - /p/ 4. /g/ - /q/

18. Circle the Voiced-Voiceless pair of homorganic spirants:

1. /v/ - /f/ (2/.)

2. /s/ - /k/ 3. /p/ - /b/

4. /h/ - /l/

19. Circle the pair of words whose initial consonant sounds are respectively voiceless and voiced homorganic stops:

1. sap - lap 3. dot - dog

2. cash - garbage (1/4) 4. whip - whistle

Thank you very much!